

WAINUIOMATA PRIMARY SCHOOL



FINANCIAL STATEMENTS and ANNUAL REPORT FOR THE YEAR ENDED 31 DECEMBER 2020

School:	Wainuiomata Primary School
School Postal Address:	P O Box 42054 Homedale Wainuiomata
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Ministry Number:	3059
Accountant / Service Provider:	Accounting for Schools Ltd

WAINUIOMATA PRIMARY SCHOOL

Financial Statements and Annual report - For the year ended 31 December 2020

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Financial Statements

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WAINUIOMATA PRIMARY SCHOOL

Statement of Responsibility

For the year ended 31 December 2020

The Board of Trustees 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 2020 fairly reflects the financial position and operations of the school.

The School's 2020 financial statements are authorised for issue by the Board.

Jemal Dixon

Full Name of Board Chairperson

Signature of Board Chairperson

Date:

25 May 2021

Allison Burdon

Full Name of Principal

Signature of Principal

Date:

25 May 2021

WAINUIOMATA PRIMARY SCHOOL

Statement of Comprehensive Revenue and Expense For the year ended 31 December 2020

		2020	2020	2019
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	2,043,336	2,002,811	2,042,093
Locally Raised Funds	3	19,972	14,000	52,418
Interest Earned		7,330	11,000	10,105
International Students	4	-	1,400	22,584
		<u>2,070,638</u>	<u>2,029,211</u>	<u>2,127,200</u>
Expenses				
Locally Raised Funds	3	6,622	6,500	36,263
International Students	4	28	-	765
Learning Resources	5	1,430,532	1,409,910	1,442,125
Administration	6	148,215	144,100	161,354
Finance		6,124	-	7,708
Property	7	433,429	424,350	458,247
Depreciation	8	50,110	43,000	59,472
		<u>2,075,060</u>	<u>2,027,860</u>	<u>2,165,934</u>
Net Surplus for the year		(4,422)	1,351	(38,734)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(4,422)</u>	<u>1,351</u>	<u>(38,734)</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 2020

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Balance at 1 January	339,280	339,280	373,486
Total comprehensive revenue and expense for the year	(4,422)	1,351	(38,734)
Capital Contributions from the Ministry of Education			
Ministry Capital Contribution for Equipment	-	-	4,528
Equity at 31 December	334,858	340,631	339,280
Retained Earnings	334,858	340,631	339,280
Equity at 31 December	334,858	340,631	339,280

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 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Assets				
Cash and Cash Equivalents	9	77,694	343,031	304,320
Accounts Receivable	10	111,328	103,500	114,582
GST Receivable		-	5,000	25,167
Inventories	11	3,940	3,500	3,447
Investments	12	345,595	-	-
Prepayments		9,249	10,000	10,820
		547,806	465,031	458,336
Current Liabilities				
Accounts Payable	14	156,771	116,500	137,919
GST Payable		6,236	-	-
Finance Lease Liability - Current Portion	17	19,229	25,000	26,632
Revenue Received in Advance	15	85	10,000	10,000
Provision for Cyclical Maintenance	16	65,625	-	-
Funds Held in Trust	18	8,904	8,900	8,904
Funds Held for Capital Works Projects	19	55,964	-	8,341
		312,814	160,400	191,796
Working Capital Surplus/(Deficit)		234,992	304,631	266,540
Non-current Assets				
Property, Plant and Equipment	13	145,945	150,000	187,619
		145,945	150,000	187,619
Non-current Liabilities				
Finance Lease Liability	17	23,579	39,000	39,879
Provision for Cyclical Maintenance	16	22,500	75,000	75,000
		46,079	114,000	114,879
Net Assets		334,858	340,631	339,280
Equity		334,858	340,631	339,280

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 2020

		2020	2020	2019
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		603,189	442,394	530,512
Locally Raised Funds		23,036	14,250	46,668
International Students		-	1,400	22,584
Goods and Services Tax (net)		31,402	20,169	(24,185)
Payments to Employees		(343,910)	(191,528)	(282,281)
Payments to Suppliers		(212,188)	(242,557)	(276,231)
Cyclical Maintenance Payments in the year		-	-	(8,875)
Interest Paid		(6,124)	-	(7,708)
Interest Received		8,080	10,820	11,460
Net cash from / (to) the Operating Activities		103,485	54,948	11,944
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(8,436)	(5,381)	(13,714)
Purchase of Investments		(345,595)	-	-
Proceeds from Sale of Investments		-	-	205,974
Net cash from / (to) the Investing Activities		(354,031)	(5,381)	192,260
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	4,528
Finance Lease Payments		(23,703)	(2,511)	(18,726)
Funds Administered on Behalf of Third Parties		-	(4)	-
Funds Held for Capital Works Projects		47,623	(8,341)	(33,290)
Net cash from Financing Activities		23,920	(10,856)	(47,488)
Net increase/(decrease) in cash and cash equivalents		(226,626)	38,711	156,716
Cash and cash equivalents at the beginning of the year	9	304,320	304,320	147,604
Cash and cash equivalents at the end of the year	9	77,694	343,031	304,320

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 2020

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 of Trustees (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 2020 to 31 December 2020 and in accordance with the requirements of the Public Finance Act 1989.

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 16.

WAINUIOMATA PRIMARY SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2020

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 13.

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 2020

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 2020

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 2020

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. Its 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 2020

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 2020

2. Government Grants

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational grants	460,614	387,575	428,190
Other MoE Grants	116,428	62,236	94,481
Teachers' salaries grants	1,181,784	1,250,000	1,219,216
Use of Land and Buildings grants	259,863	300,000	290,865
Other government grants	24,647	3,000	9,341
	<u>2,043,336</u>	<u>2,002,811</u>	<u>2,042,093</u>

The school has opted in to the donations scheme for this year. Total amount received was \$39,600.

Other MOE Grants total includes additional COVID-19 funding totalling \$11,154 for the year ended 31 December 2020.

3. Locally Raised Funds

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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Activities	788	-	31,933
Donations	2,025	1,000	2,633
Trading	17,159	13,000	17,852
	<u>19,972</u>	<u>14,000</u>	<u>52,418</u>
Expenses			
Activities	870	-	29,411
Trading	5,752	6,500	6,852
	<u>6,622</u>	<u>6,500</u>	<u>36,263</u>
<i>Surplus for the year Locally raised funds</i>	<u>13,350</u>	<u>7,500</u>	<u>16,155</u>

4. International Student Revenue and Expenses

	2020	2020	2019
	Actual	Budget	Actual
	Number	(Unaudited)	Number
International Student Roll	0	1	23
	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
International student fees	-	1,400	22,584
Expenses			
Other Expenses	28	-	765
	<u>28</u>	<u>-</u>	<u>765</u>
<i>Surplus for the year International Students'</i>	<u>(28)</u>	<u>1,400</u>	<u>21,819</u>

WAINUIOMATA PRIMARY SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2020

5. Learning Resources

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	26,278	61,510	22,615
Employee benefits - salaries	1,395,985	1,331,500	1,399,130
Extra-curricular activities	90	-	3,740
Information and communication technology	1,492	700	1,364
Staff development	6,687	16,200	15,276
	<u>1,430,532</u>	<u>1,409,910</u>	<u>1,442,125</u>

6. Administration

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	6,469	7,000	7,779
Board of Trustees Expenses	3,746	2,200	10,372
Board of Trustees Fees	3,395	5,000	3,355
Communication	5,051	4,500	4,652
Consumables	21,259	24,700	27,606
Employee Benefits - Salaries	92,627	82,000	93,250
Insurance	11,262	13,000	10,313
Operating Lease	-	-	247
Other	1,616	3,200	1,530
Service Providers	2,790	2,500	2,250
	<u>148,215</u>	<u>144,100</u>	<u>161,354</u>

7. Property

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	16,432	15,750	14,864
Consultancy and Contract Services	47,180	45,000	53,158
Cyclical Maintenance Expense	13,125	-	7,000
Employee Benefits - Salaries	43,537	28,000	38,324
Grounds	2,300	1,600	2,223
Heat, Light and Water	29,210	27,000	31,608
Repairs and Maintenance	21,782	7,000	20,205
Use of Land and Buildings	259,863	300,000	290,865
	<u>433,429</u>	<u>424,350</u>	<u>458,247</u>

The use of land and buildings figure represents 8% 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.

WAINUIOMATA PRIMARY SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2020

8. Depreciation

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Building Improvements	3,232	2,500	3,053
Furniture and Equipment	1,512	1,500	2,313
Information and Communication Technology	12,727	15,000	20,171
Leased Assets	28,089	21,000	29,173
Library Resources	1,658	1,000	1,895
Playground	2,154	1,500	2,161
Textbooks	738	500	706
	<u>50,110</u>	<u>43,000</u>	<u>59,472</u>

9. Cash and Cash Equivalents

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Current Account	77,694	43,031	16,499
Short-term Bank Deposits	-	300,000	287,821
	<u>77,694</u>	<u>343,031</u>	<u>304,320</u>

Cash equivalents and bank overdraft for Cash Flow Statement

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

Of the \$77,694 Cash and Cash Equivalents, \$55,964 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.

10. Accounts Receivable

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	8,162	5,500	5,750
Receivables from the Ministry of Education	-	-	11,500
Interest Receivable	70	1,000	820
Teacher Salaries Grant Receivable	103,096	97,000	96,512
	<u>111,328</u>	<u>103,500</u>	<u>114,582</u>
Receivables from Exchange Transactions	8,232	6,500	6,570
Receivables from Non-Exchange Transactions	103,096	97,000	108,012
	<u>111,328</u>	<u>103,500</u>	<u>114,582</u>

WAINUIOMATA PRIMARY SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2020

11. Inventories

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Stationery	3,940	3,500	3,447

12. Investments

The School's investment activities are classified as follows:

	2020 Actual \$	2020 Budget \$	2019 Actual \$
Current Asset Short-term Bank Deposits	345,595	-	-

13. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2020						
Building Improvements	40,132	-	-	-	(3,232)	36,900
Furniture and Equipment	7,989	-	-	-	(1,512)	6,477
Information and Communication	41,608	950	-	-	(12,727)	29,831
Leased Assets	70,136	3,663	-	-	(28,089)	45,710
Library Resources	13,265	-	-	-	(1,658)	11,607
Playground	9,544	-	-	-	(2,154)	7,390
Resource Books	4,945	3,823	-	-	(738)	8,030
Balance at 31 December 2020	187,619	8,436	-	-	(50,110)	145,945

The net carrying value of equipment held under a finance lease is \$45,710 (2019: \$70,136).

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2020			
Building Improvements	103,932	(67,032)	36,900
Furniture and Equipment	170,078	(163,601)	6,477
Information and Communication	188,810	(158,979)	29,831
Leased Assets	154,295	(108,585)	45,710
Library Resources	66,089	(54,482)	11,607
Playground	53,703	(46,313)	7,390
Resource Books	31,925	(23,895)	8,030
Balance at 31 December 2020	768,832	(622,887)	145,945

WAINUIOMATA PRIMARY SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2020

13. Property, Plant and Equipment (Cont.)

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2019						
Building Improvements	38,427	4,758	-	-	(3,053)	40,132
Furniture and Equipment	10,302	-	-	-	(2,313)	7,989
Information and Communication	61,083	696	-	-	(20,171)	41,608
Leased Assets	91,049	8,260	-	-	(29,173)	70,136
Library Resources	15,160	-	-	-	(1,895)	13,265
Playground	11,705	-	-	-	(2,161)	9,544
Resource Books	5,651	-	-	-	(706)	4,945
Balance at 31 December 2019	233,377	13,714	-	-	(59,472)	187,619

13. Property, Plant and Equipment (Cont.)

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2019			
Building Improvements	103,932	(63,800)	40,132
Furniture and Equipment	170,078	(162,089)	7,989
Information and Communication	187,860	(146,252)	41,608
Leased Assets	150,630	(80,494)	70,136
Library Resources	66,089	(52,824)	13,265
Playground	53,703	(44,159)	9,544
Resource Books	28,102	(23,157)	4,945
Balance at 31 December 2019	760,394	(572,775)	187,619

14. Accounts Payable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operating creditors	11,236	7,500	7,400
Accruals	4,969	8,500	8,562
Banking staffing overuse	32,663	-	21,917
Employee Entitlements - salaries	103,096	97,000	96,512
Employee Entitlements - leave accrual	4,807	3,500	3,528
	156,771	116,500	137,919
Payables for Exchange Transactions	151,964	116,500	134,391
Payables for Non-exchange Transactions - Other	4,807	-	3,528
	156,771	116,500	137,919

The carrying value of payables approximates their fair value.

WAINUIOMATA PRIMARY SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2020

15. Revenue Received in Advance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Grants in Advance - Ministry of Education	-	10,000	10,000
Other	85	-	-
	<u>85</u>	<u>10,000</u>	<u>10,000</u>

16. Provision for Cyclical Maintenance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Provision at the Start of the Year	75,000	75,000	76,875
Increase to the Provision During the Year	13,125	-	13,125
Use of the Provision During the Year	-	-	(15,000)
Provision at the End of the Year	<u>88,125</u>	<u>75,000</u>	<u>75,000</u>
Cyclical Maintenance - Current	65,625	-	-
Cyclical Maintenance - Term	22,500	75,000	75,000
	<u>88,125</u>	<u>75,000</u>	<u>75,000</u>

17. Finance Lease Liability

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
No Later than One Year	19,229	25,000	26,632
Later than One Year and no Later than Five Years	23,579	39,000	39,879
	<u>42,808</u>	<u>64,000</u>	<u>66,511</u>

18. Funds held in Trust

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	8,904	8,900	8,904
These funds are held on behalf of EHSAS.			

WAINUIOMATA PRIMARY SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2020

19. 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:

		Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
2020		\$	\$	\$		\$
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

Represented by:

Funds Held on Behalf of the Ministry of Education	59,414
Funds Due from the Ministry of Education	(3,450)
	55,964

		Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
2019		\$	\$	\$		\$
Capital Works Project	<i>Completed</i>	1,625	-	-	-	1,625
Junior Block Ceiling	<i>Completed</i>	33,124	3,792	(41,674)	4,758	-
Leaky Buildings	<i>In Progress</i>	6,882	-	-	-	6,882
Block A - Replace Spouting	<i>In Progress</i>	-	5,000	(5,166)	-	(166)
Totals		41,631	8,792	(46,840)	4,758	8,341

20. 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 2020

21. Remuneration

Key management personnel compensation

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

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	3,395	3,355
Full-time equivalent members	0.08	0.19
<i>Leadership Team</i>		
Remuneration	604,483	596,019
Full-time equivalent members	6.00	6.00
Total key management personnel remuneration	607,878	599,374
Total full-time equivalent personnel	6.08	6.19

The full time equivalent for Board members has been determined based on attendance at Board meetings, Committee meetings and for other obligations of the Board, such as stand downs and suspensions, plus the estimated time for Board members to prepare for meetings.

Principal

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

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140 - 150	130 - 140
Benefits and Other Emoluments	4 - 5	3 - 4

Other Employees

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

Remuneration \$000	2020 FTE Number	2019 FTE Number
100 - 110	1.00	-
	1.00	-

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

22. 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:

	2020 Actual	2019 Actual
Total	-	-
Number of People	-	-

WAINUIOMATA PRIMARY SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2020

23. Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2020 (Contingent liabilities and assets at 31 December 2019: nil).

Holidays Act Compliance – schools payroll

The Ministry of Education performs payroll processing and payments on behalf of school boards of trustees, 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. The current phase of this review is to design potential solutions for any compliance breaches discovered in the initial phase of the Programme. 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 2020, a contingent liability for the school may exist.

24. Commitments

(a) Capital Commitments

As at 31 December 2019 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 replace classrooms at a total cost of \$1,996,955, of which \$47,316 has been spent to date.
- (Capital Commitments at 31 December 2019: \$8,291)

(b) Operating Commitments

As at 31 December 2020 the Board has not entered into any contracts.

(Operating commitments at 31 December 2019: \$nil)

25. Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but attempts to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

WAINUIOMATA PRIMARY SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2020

26. 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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash and Cash Equivalents	77,694	343,031	304,320
Receivables	111,328	103,500	114,582
Investments - Term Deposits	345,595	-	-
Total Financial Assets Measured at Amortised Cost	534,617	446,531	418,902

Financial liabilities measured at amortised cost

Payables	156,771	116,500	137,919
Finance Leases	42,808	64,000	66,511
Total Financial Liabilities Measured at Amortised Cost	199,579	180,500	204,430

27. Events After Balance Date

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

WAINUIOMATA PRIMARY SCHOOL

Members of the Board of Trustees

For the year ended 31 December 2020

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

WAINUIOMATA PRIMARY SCHOOL

Kiwisport Statement

For the year ended 31 December 2020

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

In the 2020 the School received \$3,371 of Kiwisport funding (2019: \$3,733).

The School used this funding to provide sporting programmes for all students. These included tennis, basketball, swimming, cricket and gymnastics.

Independent auditor's report

To the readers of the financial statements of Wainuiomata Primary School for the year ended 31 December 2020

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 2020, 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 2020, 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 25 May 2021. 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 2020, 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 1, 22 to 23, and pages 27 to 63 but does not include the financial statements, and our auditor's report thereon.

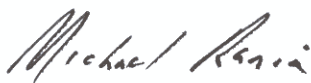
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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 2020

STRATEGIC AIM 1: Accelerated student achievement			
ANNUAL GOALS	ACTION TO ACHIEVE GOALS	REVIEW	RESULTS
1.1 Improved achievement for all students	<ul style="list-style-type: none"> Continue PLD focus on student choice, student voice with Bek Galloway Participate in DMIC PLD Investigate relationship between students' dispositions to learning and academic progress Continue developing teacher observations Continue our emphasis on syndicate inquiries 	<ul style="list-style-type: none"> Bek Galloway PLD re student agency <ul style="list-style-type: none"> 2 x teacher only days 1 x PLD sessions 1 x classroom visit 1 x student interview Individual teacher goals Use of student voice survey in mathematics Continued to develop classroom observation format with staff – all observations were completed by video Syndicates have inquired into areas of need as identified by 2019 end of year data <ul style="list-style-type: none"> Junior syndicate – te ako mai l te taakoro Senior syndicate – math Use of Bek's medal system to track student agency 	<ul style="list-style-type: none"> See attached report to Board of Trustees

1.2 Improved achievement for our at risk learners	<ul style="list-style-type: none">• Identify students achieving 'below' (up to one year below expected level) and 'well below' (1+ years below expected level)• Continue collecting target students' agency levels and track changes• Target learners achieving below expected levels in mathematics (MST)• IEP meetings for 'at risk' learners• Use of learning support programmes to support IEP as well as in-class support• AP/DP programme for 'at risk' learners• Continue to use progress graphs to track student progress in reading, writing and numeracy• Continue to track the progress of students who have participated in any interventions	<ul style="list-style-type: none">• Target students were identified at the beginning of the year• Two teachers worked with RLit – TAG (Take a Group) programme• Continued supporting our target students to be active learners – developing a growth mindset• 53 target students in mathematics took part in MST• 2 in-class support• 1 ORs funded• Learning Support programmes developed with/by learning coaches with the main focus on supporting Reading Eggs – 97 students took part in this intervention• Other classroom support was offered to 6 high needs students• School progress graphs for reading and writing sent home with reports• GLOSS graphs sent home with junior reports and PAT maths with senior reports• Format for IEP developed and implemented for high need students and students receiving in class support• Due to Covid-19, AP & DP were focused on supporting wellbeing and behaviour• AP supported NE classroom in term 4 due to higher numbers	<ul style="list-style-type: none">• See BOT report <table><tr><th colspan="2">TAG Results – 9 students</th></tr><tr><td>Year 2</td><td><ul style="list-style-type: none">• 2 students finished at expected level• 2 students referred to RTLB</td></tr><tr><td>Year 3</td><td><ul style="list-style-type: none">• 1 student left</td></tr><tr><td>Year 4</td><td><ul style="list-style-type: none">• 2 students left</td></tr><tr><td>Year 5</td><td><ul style="list-style-type: none">• 1 student finished at expected level</td></tr><tr><td>Year 6</td><td><ul style="list-style-type: none">• 1 student finished at expected level</td></tr><tr><td>Summary</td><td><ul style="list-style-type: none">• 45% - at expected level• 33% - left• 22% - referred to RTLB</td></tr></table>	TAG Results – 9 students		Year 2	<ul style="list-style-type: none">• 2 students finished at expected level• 2 students referred to RTLB	Year 3	<ul style="list-style-type: none">• 1 student left	Year 4	<ul style="list-style-type: none">• 2 students left	Year 5	<ul style="list-style-type: none">• 1 student finished at expected level	Year 6	<ul style="list-style-type: none">• 1 student finished at expected level	Summary	<ul style="list-style-type: none">• 45% - at expected level• 33% - left• 22% - referred to RTLB
TAG Results – 9 students																	
Year 2	<ul style="list-style-type: none">• 2 students finished at expected level• 2 students referred to RTLB																
Year 3	<ul style="list-style-type: none">• 1 student left																
Year 4	<ul style="list-style-type: none">• 2 students left																
Year 5	<ul style="list-style-type: none">• 1 student finished at expected level																
Year 6	<ul style="list-style-type: none">• 1 student finished at expected level																
Summary	<ul style="list-style-type: none">• 45% - at expected level• 33% - left• 22% - referred to RTLB																
	<p>Next steps</p> <ul style="list-style-type: none">• Continue focus on student agency so learning is authentic and relevant for our learners• Regular updates of student's learning with whānau• Maintain Mutukaroa for students in their first year of schooling along with year 2 & 3 students working below the expected levels Continue targeting and tracking all students achieving below expected levels• Structured Literacy / Science of Reading introduced in Years 1 & 2 and for 'at risk learners' throughout the school• Continue with DMIC (Mathematics)• Continue using the language of the 'Writing Family of 8'																

<p>1.3 Continue strengthening student agency</p>	<ul style="list-style-type: none"> Continue PLD with Bek Galloway – T/O days and classroom observations / student conferences / feedback Track the progress of all students using Independent Learning Rubric Focus on student agency in Mathematics (DMIC) 	<ul style="list-style-type: none"> See above 1.1 Anecdotal evidence shows students are able to talk about their learning <ul style="list-style-type: none"> School observations Bek Galloway's classroom visits Informal class visits Mentor observations Use of student survey to collect student voice Learner agency skills continued to be incorporated into school report comments 	<p>Student Dispositions</p> <p>A survey re Student Voice (Mathematics) was taken at the start and end of the year for all senior students and a random sample of junior students.</p> <p><i>I am good at maths</i></p>  <p><i>It is important to be able to explain how I solved a problem to other children in my class</i></p>  <p><i>I can learn by listening to other children's ideas in maths.</i></p>  <p><i>I can learn by listening to other children's ideas in maths.</i></p> 
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			<p>Agency – Summary of Students' responses (compiled by Bek Galloway – October 2020)</p> <ul style="list-style-type: none"> Students in the senior school are: <ul style="list-style-type: none"> very familiar with the agency skills, could remember them from memory and are using them for self-evaluation good at identifying what they are working on within their agency skill set and explain why showing a good degree of knowledge of who they are as learners very strong in their understanding that higher medals do not equate to "better" but links more to the programme and the level of independence or agency skills they have Students in the junior school were not as familiar with the agency skills and couldn't list them from memory. While this may be developmental some classes have focussed on class goals and this may be a way forward - moving students onto individual goals when they are ready to take ownership of them <p>Next steps</p> <ul style="list-style-type: none"> Continue focus on student agency with a particular focus on 'Active Learners with High levels of Agency & Engagement' Investigating and developing ways of collecting student agency data Continue targeting all students achieving below expected levels Track the progress of all students using the Independent Learning Rubric Focus on student agency in Mathematics (DMIC PLD)
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1.4 Continue strengthening systems for identifying and responding to students at risk of low achievement	<ul style="list-style-type: none"> Use of school tracking sheets - numeracy, reading and writing Use of eTap to monitor students who have participated in a learning intervention Continued development of Diverse Needs register on eTap Review and refine school IEP format for in-class support students and 'at risk' students Alignment of school referral system and PB4L tier 2 procedures 	<ul style="list-style-type: none"> School IEP processes used for identified 'at risk' students with high needs Use of Learning coaches (T/A) to support IEP Targeted interventions for learning support to cater for identified needs SENCO folder and Guidance/learner Profile tabs on eTap used to show ongoing support and interventions Teacher identified target students to monitor throughout the year NZEI Teacher only day was used to complete student zones of regulation behaviour plans and learning passports to support student transition 	<ul style="list-style-type: none"> 10 referrals made to RTLB for learning behaviour – all of these students had complex needs and were working with additional outside agencies All other learning and behaviour was managed through school systems 4 students received in-class support – 3 out of the 4 made progress and missed out on allocation this year (4th student had significant personal issues in 2019) Behaviour plans and learning passports were completed on eTap <p>Next Steps</p> <ul style="list-style-type: none"> Continue using school IEP for in-class support and student with high needs 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 Review processes for monitoring internal learning support
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ANALYSIS OF VARIANCE

While our data has not reached targets in some areas, the fact that our students have maintained the gains they made through what was a year of Covid 19 / Lockdown disruptions, is something to be acknowledged. Staff have worked tirelessly to support the health and wellbeing as well as trying to mitigate any negative impact on learning programmes.

We have continued to track and monitor our at risk students.

STRATEGIC AIM 2: Effective teaching and a relevant curriculum

ANNUAL GOALS	ACTIONS TO ACHIEVE GOALS	REVIEW	RESULTS
2.1 Effective teaching practice is supported and strengthened	<ul style="list-style-type: none"> Continue developing/refining observation process – teachers are responsible for completing three observations throughout the year Observations for all staff will be videoed Progress scale will be developed for tracking and reporting purposes Evidence from observations will be reported to the BOT 	<ul style="list-style-type: none"> Teachers are responsible for ensuring they complete three observations as part of their attestation Teachers track their progress as part of the reflection during post observation meeting Purchasing of GoPro camera has greatly assisted with the videoing of lessons Videoing of observations has allowed more staff to be involved in the process DMIC PLD has enabled teachers to have a mentor work with them taking math lessons in their classroom twice a term Teachers have had opportunities to share and discuss their teacher practice re student agency with Bek Galloway 	<p>'How has DMIC changed your practice or your approach to teaching maths?' these were their responses: (BOT Report Oct 20)</p> <p>Lesson preparation:</p> <ul style="list-style-type: none"> We now plan for maths as a syndicate and will continue to in future A greater focus unpacking and understanding the curriculum document Linking the big ideas with the curriculum Using big ideas as a focus for me during the lesson Increasing my ability to recognise evidence of different curriculum levels <p>During the lesson:</p> <ul style="list-style-type: none"> More attentive about the language and discussions we are having with students Mixed up the students (this refers to the use of mixed ability groups) Giving more students ownership (as a group they are responsible for how their group operates and to ensure everyone in the group is being included) Half class split for maths lessons (Half of the class is taken for a maths lesson and the other half is taken next time) Revoicing the children's ideas Using talk moves in the lessons (these refer to specific set of prompts that are designed to elicit student thinking and help valuable ideas to be spread around the group) Giving students cues to ask questions (this would include talk moves) Launching- making sure students understand the question Students discussions - students get lots of it, active listening, teachers are also listening more to what they are saying and what misconceptions they have

			<ul style="list-style-type: none"> Teachers asking them to reframe their thinking or present it in a different way Making the children more accountable during the lesson by applying appropriate amounts of pressure Using the Waka metaphor to help children work as a group Feedback during the lesson most effective when there is a discussion as students work through parts of the problem Partitioning my lesson into four distinct parts: Launch (understanding the problem), student solving (students figure out the problem), students feeding back (students present solutions) and connections (the teacher can deepen and connect some of the strategies and concepts brought up during the lesson). Emphasising students need to formulate their own questions to help them to understand the ideas of others <p>Next steps:</p> <ul style="list-style-type: none"> Inquire into: What innovative and culturally responsive evidence based practices support the delivery of the New Zealand curriculum to our learners? <p>Mathematics (DMIC)</p> <ul style="list-style-type: none"> Teachers using and understanding the levels of the curriculum (moving away from Stages). Ensuring tasks are cognitively demanding. Looking at the different ways to assess and record the children's thinking <p>Active Learning Culture</p> <ol style="list-style-type: none"> Create an active learning culture Keep Agency going Keep using language from Family of 8 and Independent Skills
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			<p>Purposeful Inquiry</p> <ol style="list-style-type: none"> 1. Know the school curriculum 2. Use the concept of Activation 3. Make Inquiry Purposeful 4. Teach research & deep thinking skills <p>Teacher Observations</p> <ul style="list-style-type: none"> • Continue developing/refining observation process • Continue the use of video recording of observations - this will allow for greater involvement of all staff • Continue with pre and post observation meetings – these were seen as an important part of the observation process • Developing a system to collate the teachers' self-review to enable tracking and reporting to the Board • Unpack the use of CRT – encourage staff observing within at other learning centres
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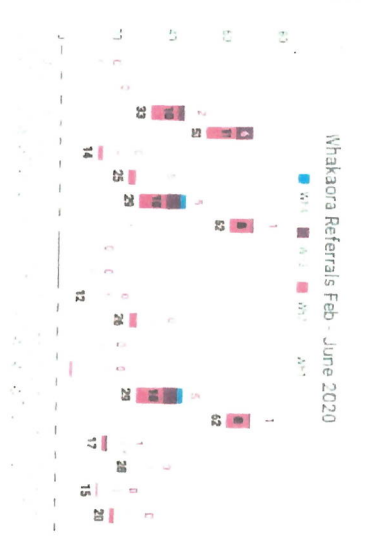
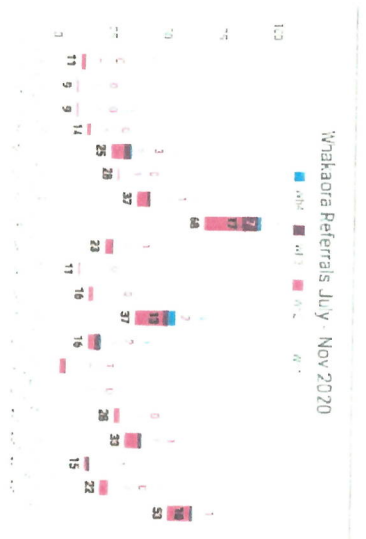
<p>2.2. Begin developing a local integrated curriculum</p>	<ul style="list-style-type: none"> • Introduce curriculum matrices • Continue consulting with school community re school curriculum • Continue with peer planning checks • Develop recording sheet for peer planning reviews • Collate our school systems as a starting point for our school curriculum 	<ul style="list-style-type: none"> • Peer planning checks at the end of each term to ensure there is coverage of all curriculum areas • More focus on responsive curriculum - learning that is based on students' interest • Curriculum matrix for math, reading and writing was developed using Bek Galloway's rubrics 	<ul style="list-style-type: none"> • Feedback received from staff at review was positive re shift from planning reviews being done by colleagues instead of senior management • Recording sheets for peer planning reviews were developed • Planning reviews showed that curriculum is being covered • Planning review showed evidence of PLD foci (DMIC & Student Agency being implemented into class programmes • Results from the survey parents completed after lockdown on what they considered important for their children to learn about was used to develop our local school curriculum <p>Next steps</p> <ul style="list-style-type: none"> • Continue working with Bek Galloway re Developing Active Learners with High levels of Agency & Engagement • Continue developing matrices for key areas of the curriculum • Introduce curriculum matrices beginning with writing • Implement our local curriculum and gather feedback from whānau re content
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<p>2.3 Teachers will inquire into their practice and engage in professional discussions about student learning</p>	<ul style="list-style-type: none"> Peer planning checks – recording sheet to be developed Observations to improve teacher practice Syndicate inquiries will focus on an identified area of need – juniors Tākaro / seniors' technology tools Target students will be identified and tracked Teachers to inquire into an area of their practice – teachers are strongly advised to focus on DMIC, student agency or their syndicate inquiry 	<ul style="list-style-type: none"> Peer planning checks in terms 1, 2 & 3 has led to professional discussions between staff re planning and classroom programmes All teachers completed an individual inquiry as part of their attestation Junior syndicate completed an inquiry on Tākaro (Play based learning) Senior syndicate completed an inquiry on use of technology (focus mathematics) 	<p>Feedback from teachers – Self Review Term 4 2020</p> <p>Junior Syndicate – Tākaro Inquiry</p> <ul style="list-style-type: none"> More understanding of urges for play Planning together and sharing ideas Social skills are positively integrated into teacher conversations Linking / integrating the curriculum in authentic ways <p>Senior Syndicate – Technology / Mathematics Inquiry</p> <ul style="list-style-type: none"> Combined with whole school inquiry Increased targeted use of Matific Use of Matific during lockdown by some whānau <p>Next Steps:</p> <ul style="list-style-type: none"> Continue with peer planning checks – planning checks will include <ul style="list-style-type: none"> Curriculum coverage Student agency Differentiated learning Cultural responsiveness Student voice Individual inquiries – teachers are strongly advised to focus their personal inquiries on a school focus area Growing the collaborative culture within our staff – providing opportunities to utilise the strengths of our staff to grow teacher practice
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<p>2.4 Enviro school principles to ensure they are evident in school programmes</p>	<ul style="list-style-type: none"> • Make explicit links between school C.A.R.E. values and the Enviro school's guiding principles • Continue to have groups of students work with Enviro learning coach and Enviro teacher • Classes will be encouraged to take on an area to work on around the school e.g. school garden • Key dates for environmental events (e.g. Keep NZ Beautiful week) are used for school wide events • Explore ways for enviro students to share their enviro inquiries with the school / greater community 	<ul style="list-style-type: none"> • Learning coach employed to support enviro programme • Application for grant to Hutt Mana Trust was successful – funds used for refurbishing seating around junior playground • C.A.R.E. values are embedded across the school – work still required to embed Enviro school's guiding principles • Sustainable Trust provided bins for recycling, composting paper, landfill etc. • Unit leader worked with a group of Enviro extension students fortnightly 	<ul style="list-style-type: none"> • Learning coach is working with around 120 children a week in the gardens or inside doing art on Thursdays • Parent helpers are joining the Learning Coach on Thursdays to help. They know this is a consistent day • Group of students visited Zealandia and participated in follow up programme • Enviro group focused on beautifying the school grounds – positive feedback received from school community • Enviro student inquiry into recycling was difficult due to Council changing recycling system <p>Next steps</p> <ul style="list-style-type: none"> • Maintain our silver award and work towards achieving green/gold • Continue employing learning coach to work with students • Make explicit links between our C.A.R.E. values and the guiding principles • Aligning our school rubbish and recycling systems with the new Hutt Valley collection system
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STRATEGIC AIM 3: Positive behaviour for learning evident throughout the school

ANNUAL GOALS	ACTIONS TO ACHIEVE GOALS	REVIEW	RESULTS												
3.1. The community and school share understanding of positive behaviour expectations.	<ul style="list-style-type: none"> C.A.R.E. behaviour expectations are regularly shared with parent community Regular articles re C.A.R.E are included in the School Newsletter C.A.R.E. expectations to focus on are timetabled throughout the year as a result of analysing Whakaora data School continues tier 2 training 	<ul style="list-style-type: none"> Winners of C.A.R.E. prizes are printed in school newsletter Regular articles for C.A.R.E. are included on the newsletter C.A.R.E. expectations are embedded in all class programmes 	<ul style="list-style-type: none"> Tiered Fidelity Inventory (TFI) assessment was carried out this year with positive results <p>Tiered Fidelity Inventory Progress Graph</p> <table border="1"> <caption>Tiered Fidelity Inventory Progress Graph Data</caption> <thead> <tr> <th>Tier</th> <th>10/01/2020</th> <th>10/02/2020</th> <th>27/03/2020</th> </tr> </thead> <tbody> <tr> <td>Tier 1</td> <td>~92%</td> <td>~95%</td> <td>~95%</td> </tr> <tr> <td>Tier 2</td> <td>~65%</td> <td>~70%</td> <td>~70%</td> </tr> </tbody> </table>	Tier	10/01/2020	10/02/2020	27/03/2020	Tier 1	~92%	~95%	~95%	Tier 2	~65%	~70%	~70%
Tier	10/01/2020	10/02/2020	27/03/2020												
Tier 1	~92%	~95%	~95%												
Tier 2	~65%	~70%	~70%												
3.2. Promoting Positive Behaviour programme (Whakaora) is continued across the school	<ul style="list-style-type: none"> Promoting Positive Behaviour programme (Whakaora) is continued Whakaora brochure is available for parents Regular reminders are included in newsletters Specific focus on: <ul style="list-style-type: none"> Step 2 and 3 procedures Ensuring restorative (fixing up) actions are completed 	<ul style="list-style-type: none"> Whakaora implemented across the school – positively received by staff and whānau Regular reviews throughout the year re effectiveness of Whakaora School behaviour management documents were reviewed as per the BOT cycle PB4L team analysed behaviour data and shared results with staff PLD held with Marg Thorsborne re Restorative practices held for all staff Parent information brochure on Whakaora was developed 	<ul style="list-style-type: none"> Two school wide celebrations were held after the C.A.R.E. vessel was filled – this was less than previous years due to Covid Lesson plans available to all staff to teach our C.A.R.E. values Behaviour data is being reported to the BOT use of the PB4L triangle for the first time <p>Triangle of Student Referrals, Mid Year 2020 (Feb-Jun)</p> <p>Senior management and PB4L Team leader attended various Tier 2 trainings</p>												

<p>3.3 C.A.R.E. value skills are planned and taught</p>	<ul style="list-style-type: none"> • Matrixes for our behaviour expectations (C.A.R.E) are reviewed • Whakaora data will identify areas of need and inform C.A.R.E. teaching in classrooms • Lesson plans are reviewed by PB4L team and used as required 	<ul style="list-style-type: none"> • C.A.R.E. values are integrated and reinforced during class programmes • Focused teaching of C.A.R.E. values is done through Circle Time and morning meetings/huis 	<ul style="list-style-type: none"> • New staff attended the PB4L introductory training • PB4L coach and leader presented our Whakaora process to the PB4L conference <p>Whakaora Data</p>  <p>Whakaora Referrals Feb - June 2020</p> <p>Whakaora Referrals July - Nov 2020</p>
<p>3.4 Behaviour data is collated and reported regularly to the Board</p>	<ul style="list-style-type: none"> • Continue to use eTap to record behaviour incidents • Develop ways to regularly update staff, students and school community re Whakaora data 	<ul style="list-style-type: none"> • PB4L leader has been released weekly to enter data • Notifications sent out to teachers through eTap re behaviour incidents • Whakaora records/data is included on eTap guidance notes • Incidents where senior management have had to remove students from their class has significantly reduced 	 <p>Whakaora Referrals Feb - June 2020</p> <p>Whakaora Referrals July - Nov 2020</p> <ul style="list-style-type: none"> • It is difficult to compare 2019 / 2020 data due to Covid 19 and the Lockdown • The first half of the year saw lower or consistent number of referral and repeats for both juniors and senior compared to 2019 across all steps (1 – 4) • From the beginning of June 2020 there were more referrals compared to 2019. in the junior syndicate. There was also a greater number of students moving between steps 1 – 4 with repeated referrals

			<ul style="list-style-type: none"> • We believe the main reason for this increase is Covid 19 / Lockdown <ul style="list-style-type: none"> - Students were away for extended periods of time which meant there was less time to teach our C.A.R.E. values and school expectations - Many of our families were negatively impacted by Covid 19 (loss of jobs, reduced income, changes to their housing situation, breakdown of relationships, uncertainty of lockdown) causing additional stress or anxiety on our students - Many students had huge changes to their personal and home life and were unsettled returning to school • The senior syndicate had a lower referral rate than 2019. Most senior students (apart from some year 6 students) have had the C.A.R.E. values from the beginning of their schooling. We are seeing the positive impact that explicit teaching of expected behaviours and integrating these values throughout the day, has had on student behaviour • Peer mediators were trained and used in the playground. Frequent reflection sessions were held with the peer mediators and their findings/thoughts were shared with staff, students and the school community <p>Next steps</p> <ul style="list-style-type: none"> • Induction of new staff – enrolling in them into the PB4L introductory course • Continue with 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
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			<ul style="list-style-type: none"> • Regularly reporting of Whakaora data to school community <ul style="list-style-type: none"> • Staff • Students • BOT • Whānau • Continue tier 2 training • Review and revitalise Tu Meke time • Continue developing 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 successful with their behaviour • How as a school can we provide this? • How can we continue to build relationships with whānau so they are working alongside staff on this journey? • Continue with peer mediators • Document PB4L professional development procedures (action from TFI) e.g. Staff Handbook
ANALYSIS OF VARIANCE			
<p>We are confident our PB4L processes are robust and worked hard last year to align systems e.g. Whakaora and Individual Behaviour Plans. The Covid 19 Lockdown makes it hard to compare student behaviour data from the previous year - for some of our students the Lockdown had a huge impact. We will continue to track our Whakaora behaviour data in 2021.</p>			

STRATEGIC GOAL 4: Technologies to support learning

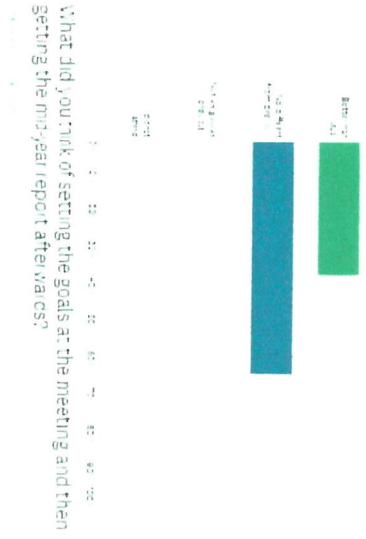

ANNUAL GOALS	ACTIONS TO ACHIEVE GOALS	REVIEW	RESULTS
4.1 Continue to seek effective use of technologies to support learning and assessment	<ul style="list-style-type: none"> PLD sessions are held as the need arises New Digital curriculum is integrated into existing learning programmes Senior syndicate inquiry into the effective use of technology tools 	<ul style="list-style-type: none"> Technology was used in different ways to support learners and their whānau during Covid 19 / lockdown Limited work completed unpacking and integrating the Digital Curriculum Senior syndicate carried out their inquiry re effective use of technology 	<ul style="list-style-type: none"> Learning programmes sent out to families via email and Facebook during Lockdown Google Meets held throughout lockdown / Covid 19 for: <ul style="list-style-type: none"> Senior management Senior leaders Staff Syndicate Class meetings Individual student / whānau meetings Agency meetings Board of Trustees School wide protocols developed for Google Meet Importance of setting up a digital platform e.g. SeeSaw realised as this became an effective way of communicating with students and their whānau <p>Next steps</p> <ul style="list-style-type: none"> Unpack the new Digital Curriculum as relevant to student agency and DMIC progress Continue to upskill all staff in the use of technology Ensure SeeSaw is set up in the first two weeks of school – link to SMS messaging

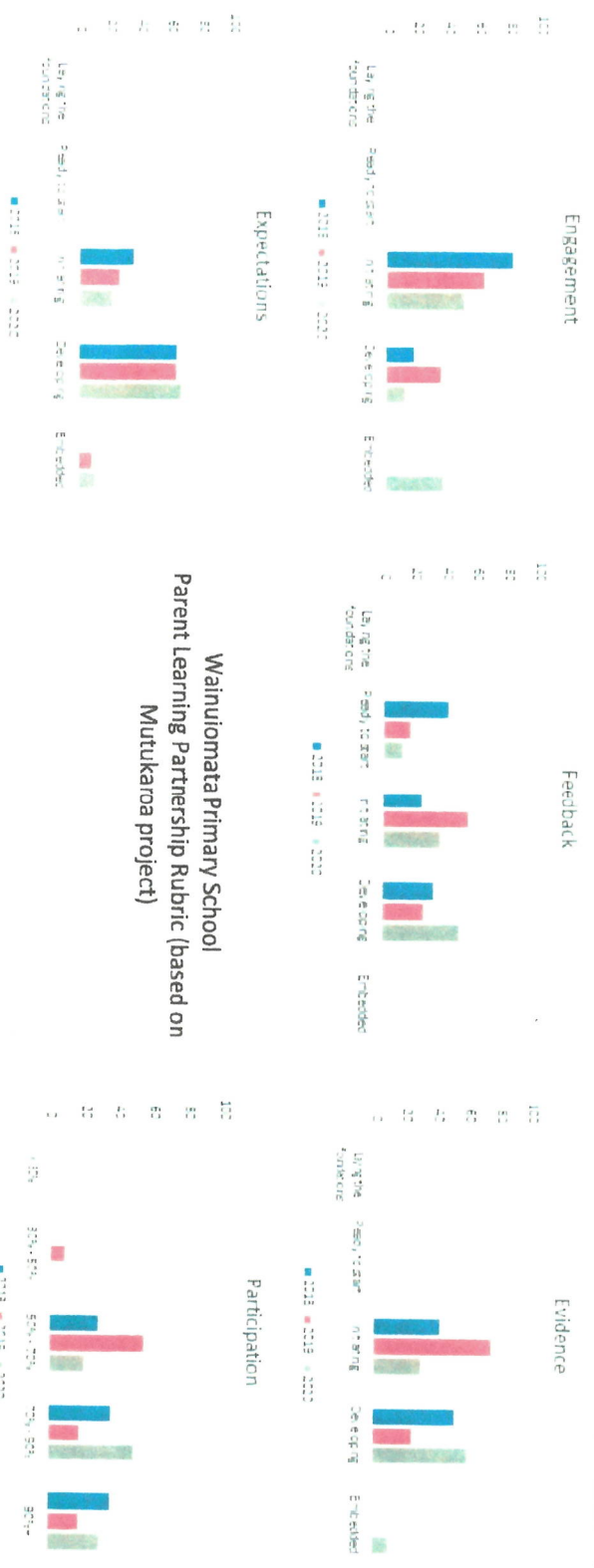
4.2 e Tap is used to full potential	<ul style="list-style-type: none"> Continued use of reading, writing and numeracy graphs Investigate entering data for other curriculum areas onto eTap Review the use of e Tap for report writing Include learner agency skills on eTap so data on student agency can be collated and shared Training for admin staff on invoicing through eTap 	<ul style="list-style-type: none"> Learning graphs used with students and parents – supporting student choice and student voice and goal setting Mutukaroa is using graphs to share progress with parents Report writing comments have been reviewed and modified – Bek's learning goals are included in the report comments Teachers using the Learner Profile on eTap to record information about students – passport and behaviour plan Administration staff completed eTap training re invoicing 	<ul style="list-style-type: none"> E tap is used in the following areas: <ul style="list-style-type: none"> Reporting to parents Mutukaroa Behaviour Guidance Progress graphs Learning register Class summaries Learners Profiles <ul style="list-style-type: none"> Passport Behaviour plans Whakaora Next steps <ul style="list-style-type: none"> Continue investigating ways to effectively use e Tap to reduce workload Include Learner Agency skills on eTap Review report format Using eTap for invoicing and receipting purposes
4.3 BYOND is continued in senior syndicate classes	<ul style="list-style-type: none"> School has a 1:2 ratio for Chromebooks in the senior syndicate Parents are informed of BYOND options Parents are informed of how students are using BYOND to support their learning Continue upskilling teachers re use of Chromebooks – senior syndicate inquiry 	<ul style="list-style-type: none"> School has maintained 1:2 ratios in the senior syndicate Number of students with BYOND is similar to last year Chromebooks and tablets – needed to be updated 	<ul style="list-style-type: none"> 32 students have a BYOND (30 in 2019, 32 in 2018, 29 in 2017, 20 in 2016) Teachers appear more confident in the use of technology Bek Galloway's learning hubs have been used to support learning programmes Chromebooks enabled the senior syndicate to transition from paper-based testing to online assessments Next steps <ul style="list-style-type: none"> Informing parents of the option to purchase BYOND Continued upskilling teachers re use of Chromebook Build on the progress we made during lockdown using technology to support students' learning

4.4 Junior classes are supported with appropriate technology	<ul style="list-style-type: none"> Continued use of a buddy system to support teachers in the use of technology in the classroom Increase numbers of Chromebooks in junior classes Time spent in admin meetings sharing ideas 	<ul style="list-style-type: none"> Tablets put in all junior classes Digital platform used in all junior classes to send learning home to parents – junior syndicate shared how they had used Seesaw as part of Admin meetings 6 Chromebooks put in every year 2/3 class 	<ul style="list-style-type: none"> The use of Digital platforms e.g. Seesaw enabled students to learn various skills <ul style="list-style-type: none"> - Video recording - Taking photos - Voice recording Educational apps supported students' learning Year 2 /3 classes used their Chromebook as follows <ul style="list-style-type: none"> - To complete work e.g. writing, researching - Learning apps e.g. Teach Your Monster to Read, Spelling City - Bek Galloway's learning hubs Several staff members completed training to become Seesaw ambassadors <p>Next steps</p> <ul style="list-style-type: none"> Database of resources for Seesaw Ensure Seesaw is set up early in the year to enable contact with whānau
4.5 Technology is used in the library to support student learning	<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 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 	<ul style="list-style-type: none"> Accessit Library package purchased at the end of the year Admin staff have received PLD re Accessit Students have been trained as library monitors Library survey and library strategic plan was deferred due to Covid 19 	<ul style="list-style-type: none"> This goal was not worked on this year due to Covid 19 / Lockdown <p>Next Steps:</p> <ul style="list-style-type: none"> McCarthy Trust money will be used to purchase appropriate technology for the library Survey staff, students and whānau as to what they would like to see in our Library Staff PLD re Accessit Students upskilled in the use of Accessit
ANALYSIS OF VARIANCE			
<p>The use of technology throughout lockdown was invaluable and staff members quickly upskilled to use it effectively.</p> <p>There was a concern that some families did not have access to technology during the lockdown and unfortunately the school did not receive any laptops from the Ministry</p> <p>Staff realise the importance of setting up digital platforms early in the school year to ensure most whānau can be reached if required.</p>			

STRATEGIC AIM 5: Parents and whānau engaged in children's learning

ANNUAL GOALS	ACTIONS TO ACHIEVE GOALS	REVIEW	RESULTS
5.1 Maintain anniversary testing for first 12 months to align with Mutukaroa	<ul style="list-style-type: none"> Refine systems/procedures within the junior school for anniversary reporting Return to Mutukaroa teacher meeting with teachers to ensure relevant and appropriate goals are set with whānau 	<ul style="list-style-type: none"> Due to Covid 19 and the lockdown anniversary testing was not carried out in 2020 Assessments were completed at the end of term 2 and the middle of term 4 Data was reported to the Board at their December Board meeting Mutukaroa teacher carried out whānau meetings during learning conversations Decline in the number of whānau reached through Mutukaroa compared to previous years 	<ul style="list-style-type: none"> Not as many families reached through Mutukaroa due to Covid 19 / Lockdown Junior teachers found that testing at 2 points of time interrupted learning programmes more compared to anniversary testing <p>Next steps</p> <ul style="list-style-type: none"> Return to anniversary testing for years 1 - 3 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
5.2 Three way learning conversations are continued using student goals	<ul style="list-style-type: none"> Learning conversations are held with students, parents and teachers in Term 1 - week 5 with students sharing their learning goals Students share the progress they have made on their learning goals – Term 2 Week 9 Feedback from parents is gathered after the term 1 & term 2 Learning Conversations 	<ul style="list-style-type: none"> Learning conversations took place in March and July Rubric used by teachers to evaluate learning conversations Data from evaluations was collated by AP and presented to the Board Format of Learning Conversations were changed due to Covid 19 – whānau attended the conversations where successes were celebrated, progress (both academic and social) was discussed and next steps identified Digital platforms also used to share student learning goals 	<ul style="list-style-type: none"> Use of rubric allowed us to track learning Partnerships at Wainuiomata Primary School (based on Mutukaroa project) See graphs below Positive shift in all areas of the rubric No parents elected to have Google met conversations Parents were surveyed about the learning conversations and results were as follows:

		<ul style="list-style-type: none"> Google meet learning conversations were offered to all whānau 	<p>How did you run the mid-year learning conversations?</p>  <p>What did you think of setting the goals at the meeting and then setting the mid-year report afterwards?</p>  <p>Teacher Feedback – July Learning Conversations</p> <ul style="list-style-type: none"> "I feel these work well. I like seeing the confidence grown in the kids to take the lead." <p>Next steps</p> <ul style="list-style-type: none"> Continue to track and grow our Learning Partnerships at Wainuiomata Primary School Review the format of Learning Conversations for 2021
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Wainuiomata Primary School
Parent Learning Partnership Rubric (based on
Mutukaroa project)

5.3 Technology is used to regularly share students' learning with their whānau	<ul style="list-style-type: none">• Chromebooks are used in all senior syndicate classes and tablets in all junior classes• All teachers are expected to share their students' learning through a digital platform at least 5 times a term• Create a database of resources for Seesaw• Gather feedback from parents re effectiveness• Provide opportunities at parent meetings to upskill parents in the use of technology	<ul style="list-style-type: none">• Utilising a wide range of technology to communicate with parents<ul style="list-style-type: none">- Email- Facebook- Phone- Face to face- Text- Seesaw• Parents survey as to the types of communication they prefer• Sessions held with parents to assist them in the use of Seesaw• Newsletters are emailed to whānau and posted on Facebook• Greater use of Facebook to promote school activities, updates and events	<ul style="list-style-type: none">• Whānau feedback from the Home school partnership survey <p>What types of communication between home and school do you prefer? Select all that apply:</p> <table><tr><th>Method</th><th>Percentage</th></tr><tr><td>Email</td><td>85%</td></tr><tr><td>Seesaw</td><td>80%</td></tr><tr><td>Facebook</td><td>75%</td></tr><tr><td>Phone</td><td>70%</td></tr><tr><td>Text</td><td>65%</td></tr><tr><td>Face to face</td><td>60%</td></tr><tr><td>Newsletters</td><td>55%</td></tr></table>	Method	Percentage	Email	85%	Seesaw	80%	Facebook	75%	Phone	70%	Text	65%	Face to face	60%	Newsletters	55%
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Facebook	75%																		
Phone	70%																		
Text	65%																		
Face to face	60%																		
Newsletters	55%																		

		<ul style="list-style-type: none"> Impact of Covid 19 <ul style="list-style-type: none"> Teachers who had established Seesaw prior to lockdown were of an advantage communicating with students and their whānau Technology was used to circulate learning Grids - emailed to families and posted on Facebook Google Meets were used to communicate with students who had technology available Paper copies were distributed to students who had no access to technology 	<ul style="list-style-type: none"> Survey results highlight the importance of face to face meetings about students learning as well as communication through technology <p>Next steps</p> <ul style="list-style-type: none"> Ensure Seesaw is set up within the first few weeks at school in case of emergency / lockdown Use of technology / social media to communicate student, class and school learning Maintain opportunities for he kanohi ki te kanohi hui
5.4 Regular events are planned with and for the community	<ul style="list-style-type: none"> Parent group formed to support whānau engagement Opportunities are made at informal parent gatherings to engage with and get feedback from whānau Events are planned throughout the year to share students' learning Whānau hui and Pasifika Fono are planned for our community Trial principal 'pop ins' to gather parent voice School production planned for 2020 	<ul style="list-style-type: none"> Parents and families are invited to attend our fortnightly assemblies Māori Hui and Pasifika Fono was not held due to Covid 19 / lockdown School production was postponed until 2022 due to Covid 19 / lockdown Principal 'pop ins' were not held again due to Covid 19 / Lockdown 	<ul style="list-style-type: none"> School assemblies were cancelled during Covid 19 / Lockdown and Alert Levels 2 & 3 - limited numbers attended school assemblies when they were held and it was different whānau each assembly Summer Concert was held instead of the Production - large number of whānau attended this event Kapa Haka have continued to have a presence in our community performing at outside events <p>Next Steps</p> <ul style="list-style-type: none"> Continue to provide opportunities to engage with parents and families Explore other options to engage with parents using social media Continue Whānau Hui and Pasifika Fono Investigate Principal 'pop ins' to gather whānau voice Parent Information evenings re DMIC, structured literacy

ANALYSIS OF VARIANCE

Many school events planned for 2020 were cancelled due to Covid 19 / Lockdown. During the Lockdown and alerts level 2 & 3 regular communication was had with parents to keep them informed what was happening at school - phone calls, emails, google Meets and SeeSaw. Home learning activities were emailed, posted on Facebook or hard copies delivered to whānau with no access to technology. Home learning activities were planned to be accessible to all and for many families became whānau activities.
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Wainuiomata Primary School

2020 EOY Year Assessment Report

Tute Porter-Samuels

1. School Wide Overview

1.1 School Wide Totals

The 2020 End of Year (EOY) Report is based on the achievement of 230 out of 245 students this year; the difference being our new enrolments of less than a few weeks to months.

While our data has not reached targets in some areas, the fact that our students have maintained the gains they made through what was a year of Covid lockdown disruptions, is something to be acknowledged. Staff have worked tirelessly to support the health and wellbeing of students as well as trying to mitigate any negative impact on learning programmes.

Our Syndicate totals are 111 Senior students and 119 Junior students – 117 Boys and 113 Girls. The ethnic compositions are 93 NZ Māori (40%); 110 NZ European; (48%); 12 Pasifika (5%); 15 Other Ethnicities (7%).

Overall for students At or Above:

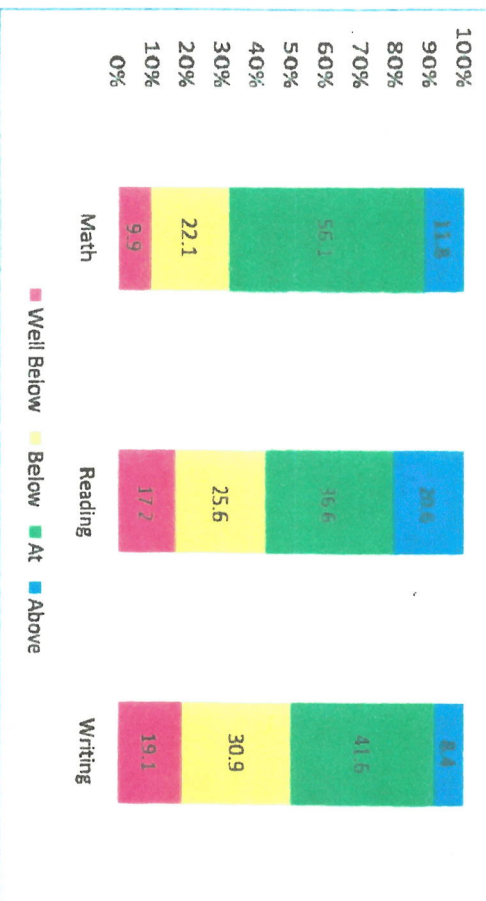
- Nov 2019-Nov 2020 Math up 67.9% to 73%
- Nov 2019-Nov 2020 Reading down 57.2% to 55.2%
- Nov 2019-Nov 2020 Writing up 50% to 52.2%

Jun-Nov 2020 down 75.1% to 73%

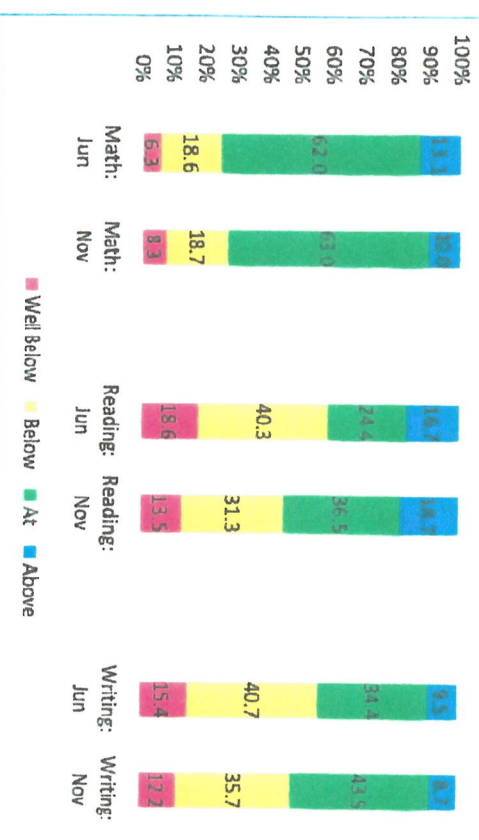
Jun-Nov 2020 up 41.1% to 55.2%

Jun-Nov 2020 43.9% to 52.2%

EOY 2019 School Wide (%)



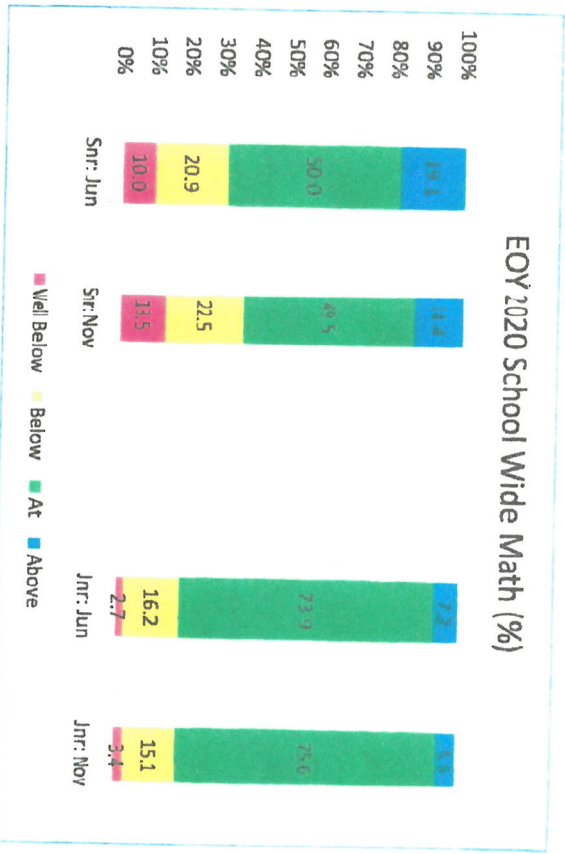
EOY 2020 School Wide (%)



1.2 School Wide Math

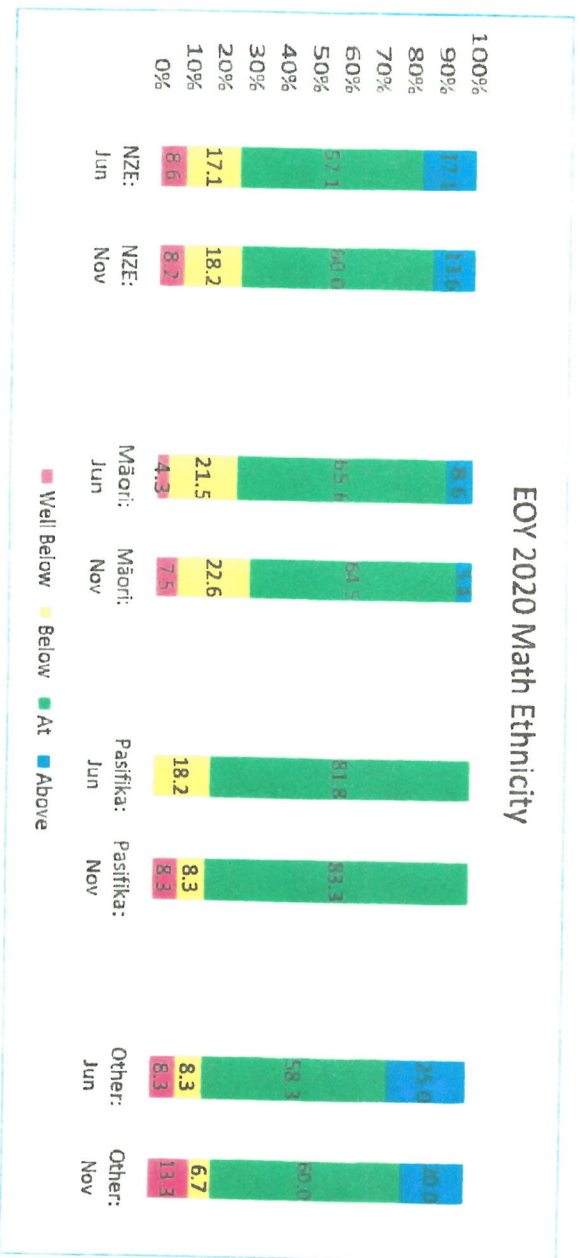
Achievement in Math continues to track well – at EOY, 63.9% of Seniors and 81.5% of Juniors are *At or Above*. We expect this to continue as we continue PLD into 2021 on Developing Mathematical Inquiry Communities (DMIC). Teachers' review of DMIC show significant shifts in teaching practice. Key features of DMIC include:

- Using authentic contexts that promote culturally sustaining teaching and learning.
- Using rich, challenging math tasks that enable reasoning and discourse
- Focusing on students being a learning community rather than individual learners.
- Teachers planning and collaborating together.



1.3 School Wide Math Ethnicity and Gender

In Math, Pasifika and Other Ethnicities are tracking well with Māori students slightly lower than NZ European peers – 69.9% compared to 73.6% *At or Above*. Also important to note that Boys are tracking slightly ahead of girls – 74.4% to 71.7%.



1.4 School Wide Reading

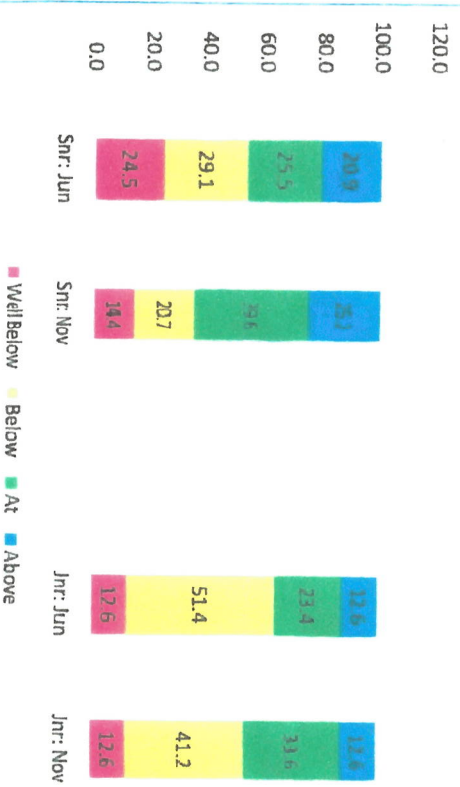
The Senior Syndicate have made significant progress in Reading with 64.8% At or Above expected levels. Also significant is the drop in the number of children *Well Below*, from 24.5% to 14.4%.

The overall EOY result School Wide is 55.2% *At or Above*; this reflects the low reading levels of our youngest cohort, our Year 1 students, 77% of whom are *Below* expected levels. While there has been a trend of low literacy levels at school entry, we also recognise that this particular Year 1 cohort has had an extremely disruptive first year of school.

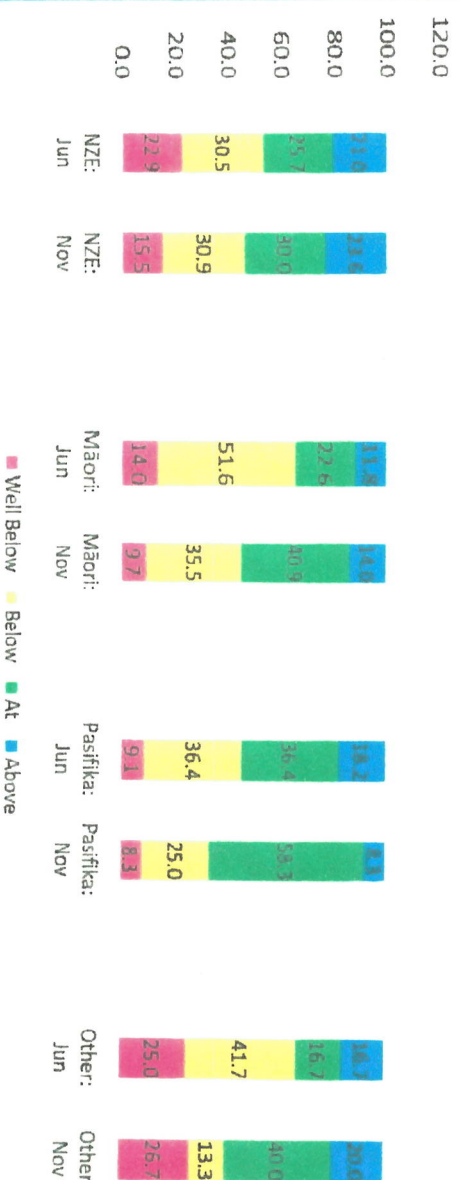
1.5 School Wide Reading Ethnicity and Gender

While Boys' At or Above data has progressed since June (37.8% to 50.4%), they are tracking behind Girls who are 60.1% At or Above. It is positive that the number of children *Well Below* is falling.

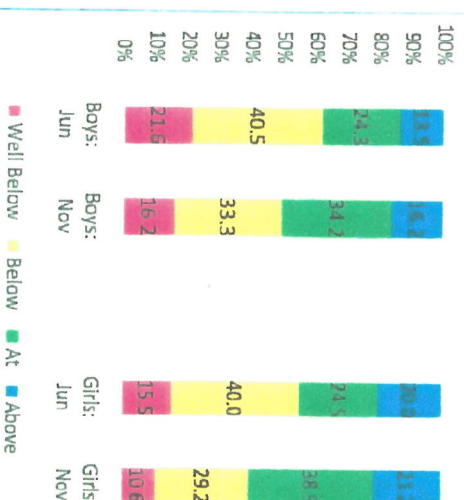
EOY 2020 School Wide Reading (%)



EOY 2020 Reading Ethnicity (%)



EOY 2020 Reading Gender (%)



In terms of ethnicity, Māori achievement in Reading is comparable with NZ European. The most significant shifts were for our students of Other Ethnicities (by 26.6%) followed by our Māori students (up 20.5%). Of the 27 students who are Pasifika or Other Ethnicities, 81% (22/27) are all tracking well; Of the remaining 5 students, who are *Below* or *Well Below*, 3 are ESOL learners. This year we took part in the 'Amazing Read', a partnership with the Library Community Hub. We plan to participate again in 2021 and so we will continue to track progress to see if increasing reading mileage continues to improve reading achievement.

1.6 School Wide Writing

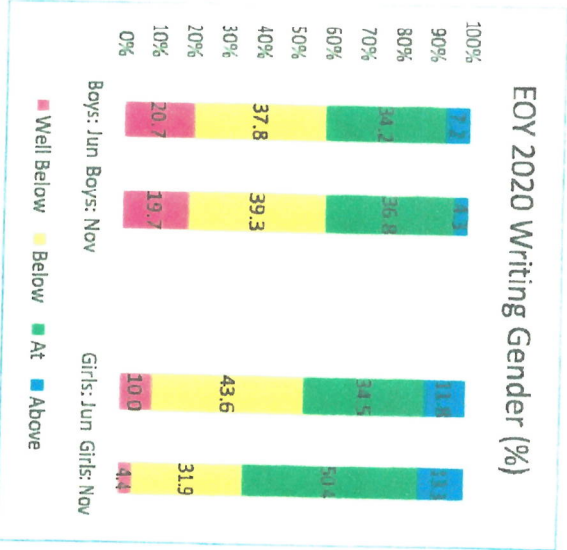
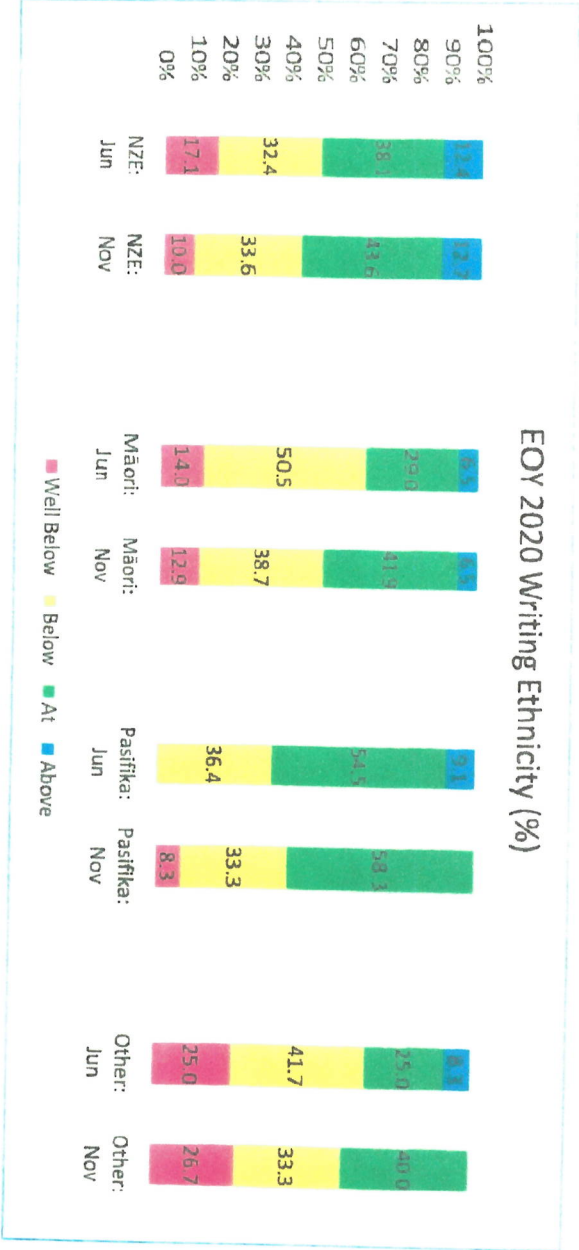
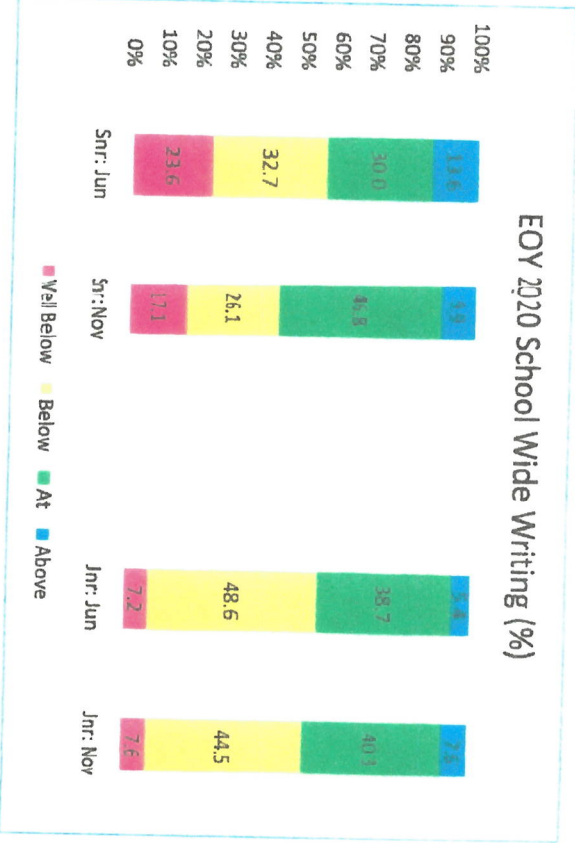
While the number of students *At or Above* in Nov 2019 and Nov 2020 are similar (50% and 52.2% respectively), fewer children are *Well Below* – 12.2% from 19.1% in June (see 1.1).

Teachers have worked all year using Bek's Literacy Hub and the 'Writing Family of 8' to teach critical writing skills. Since Mid-Year, Senior Syndicate students *At or Above*, increased from 43.6% to 56.7%. For the Junior Syndicate, Writing achievement was lower at 47.9% *At or Above* which again reflects low literacy levels at school entry, in particular the 63% of Year 1 students *Below* expected levels in Writing. This is not a concern at this point; if the Year 3 to 6 data continues to trend upwards, it likely shows consolidation of children's understanding and application of the 8 writing skills and their proficiency in using the Literacy Hub.

1.7 School Wide Writing Ethnicity and Gender

Girls have progressed ahead of boys by EOY – 63% *At or Above* to Boys' 41.1%. The number of Girls *Well Below* has also reduced by more than half.

NZ European students *At or Above* increased from 50.5 to 56.3%. The improvement for Māori was greater - 35.5% *At or Above* to 48.4% - thereby reducing the significant disparity in June.



2. Annual Target for Math

To accelerate the progress of the 54 identified students in years 2 – 6 achieving below expected levels in mathematics Progress will be defined as improvement in both student agency and achievement.

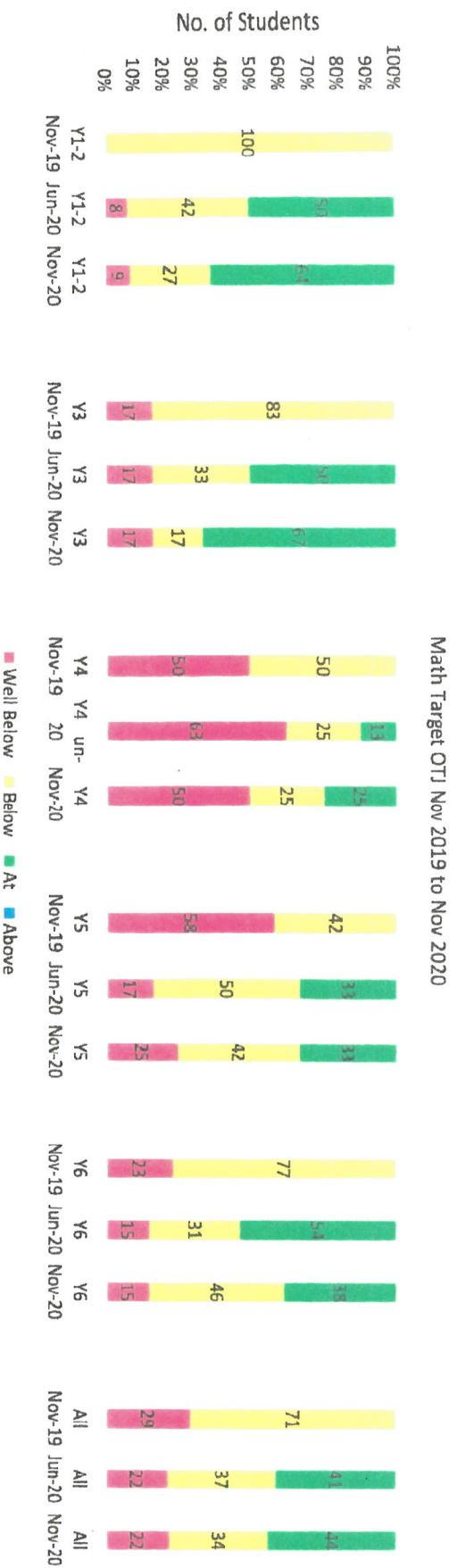
2.1. Math Target Progress by Overall Teacher Judgement (OTJ)

The target group of now 50 students (accounting for transfers), is comprised of 26 NZ European (52%); 19 Māori (38%); 2 Pasifika (4%); and 3 Other Ethnicities (6%); 26 Boys and 24 Girls.

- Year 1 and 2: 11 students
- Year 3: 6 students
- Year 4: 8 students
- Year 5: 12 students
- Year 6: 13 students

Overall for Year 1 to 5, target students have maintained or extended the gains made in June.

- Looking at the 56% (28 students) that are *Below* or *Well Below*, almost all of these children have long term learning difficulties across areas - Math, Reading and Writing. Students that have across-the-board learning difficulties always present real challenges to 1) try and identify any underlying cause and 2) design an adapted programme and/or intervention.
 - 27/28 (15 Boys, 12 Girls), were target students in Writing; of the 27, in the EOY Writing OTJ data:
 - 85% were *Below* or *Well Below*.
 - 21/28 (11 Boys, 10 Girls), were also targets in our 'Reading Eggs' intervention programme; of the 21, in the EOY Reading OTJ data:
 - 90% were *Below* or *Well Below*.



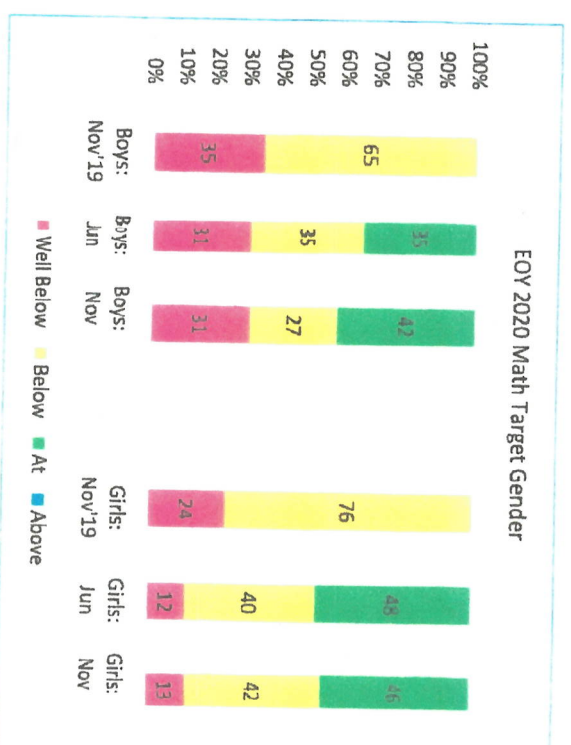
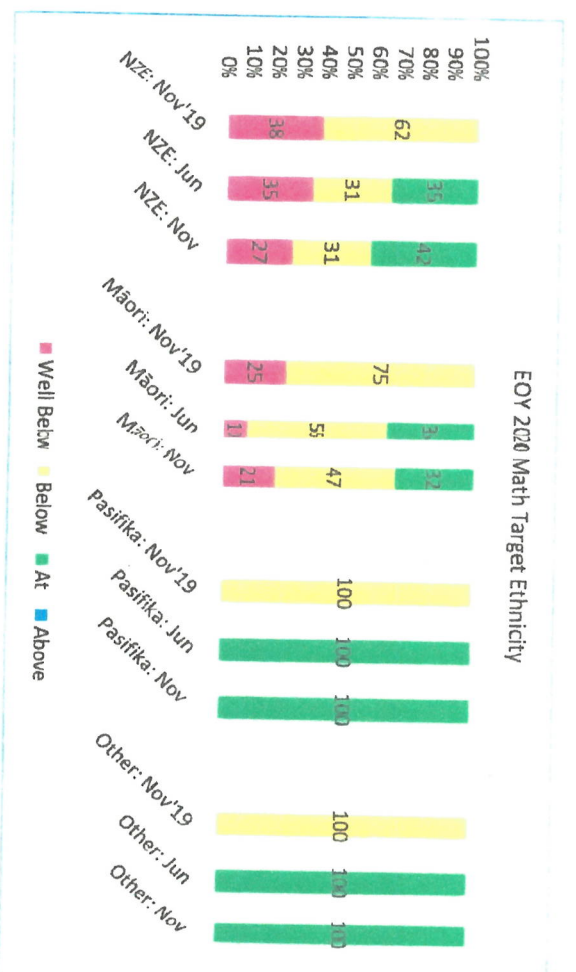
2.2. Math Target Progress by Ethnicity and Gender

- The 5 students who are Pasifika and Other Ethnicities have maintained their progress from June to November.
- The improvement for NZ European students was not matched by Māori students.
- The variance between Gender is minimal.

2.3. Math Target Progress by PAT Math Progress

EOY PAT Math Scale Score (for 33 Senior Students):

- 42% achieved Expected to Accelerated progress - which is consistent with the 44% At or Above by OTJs in particular.
- Our Y4 target students reached 63% compared to 25% in June. 10 children (30%) dropped back after making some progress in June.
- A further 8 children (24%) achieved similar PAT scores to June.

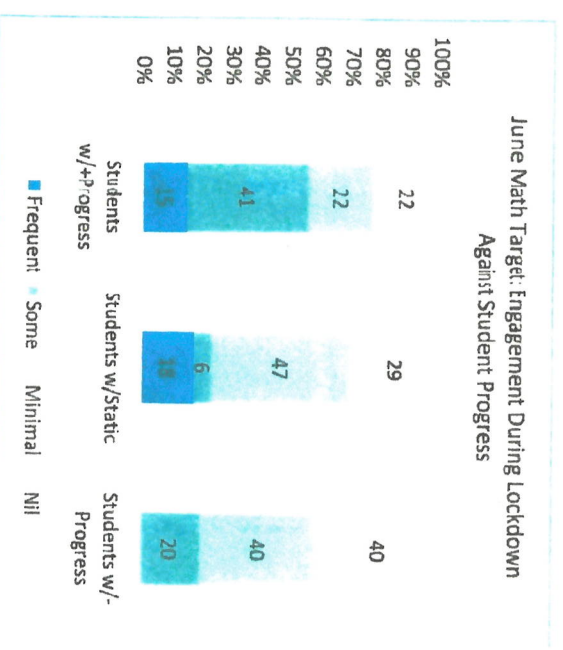
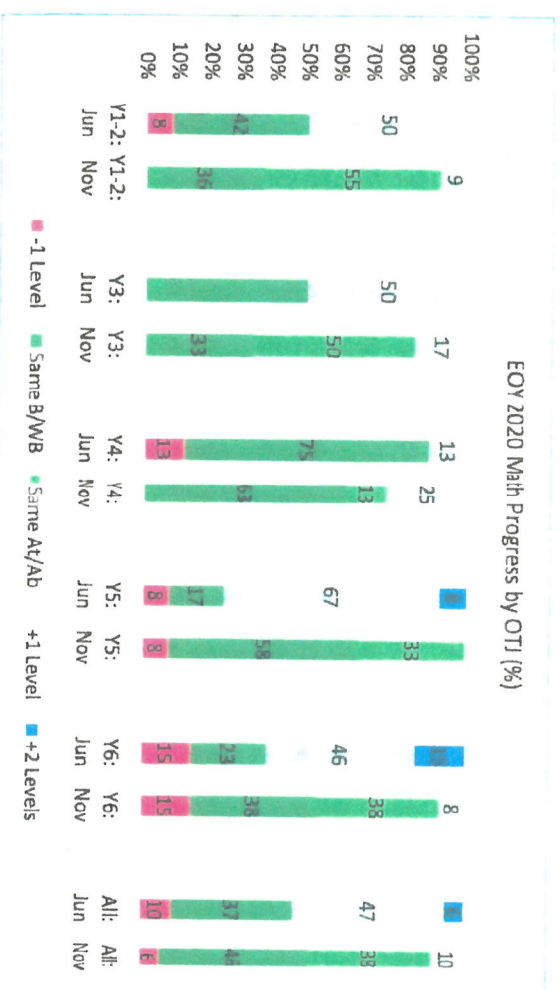
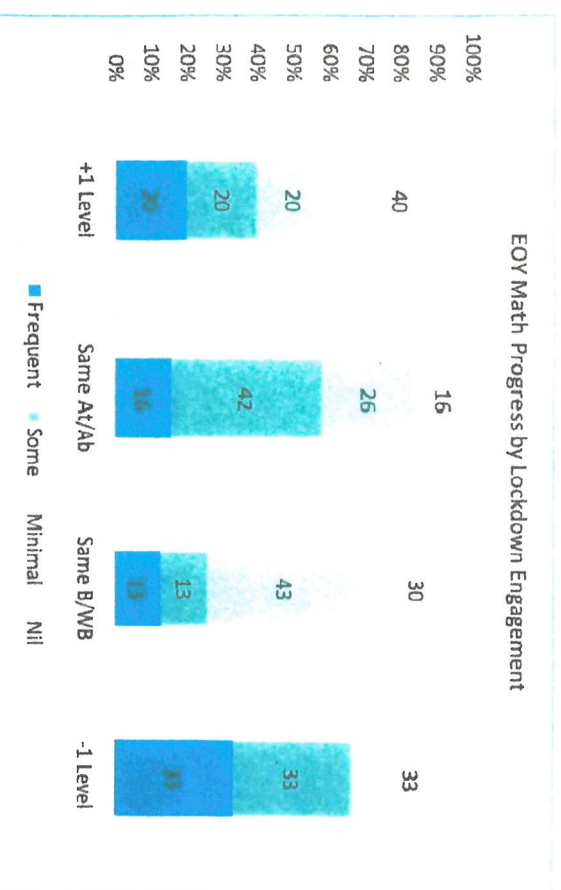


EOY Progress by OTJ levels

- While the overall total shows that 84% remained at the same level, it is important that 38% of that group sustained their progress in June At or Above expected level.
- The 10% who increased +1 Level were all NZ European.
- When looking at the total of +1 Level and Same At/Ab, 46% of NZ European achieved this compared to 31% of Māori. This is important to track as 42% of the 28 learners (referred to in 2.1) are Māori in ethnicity.

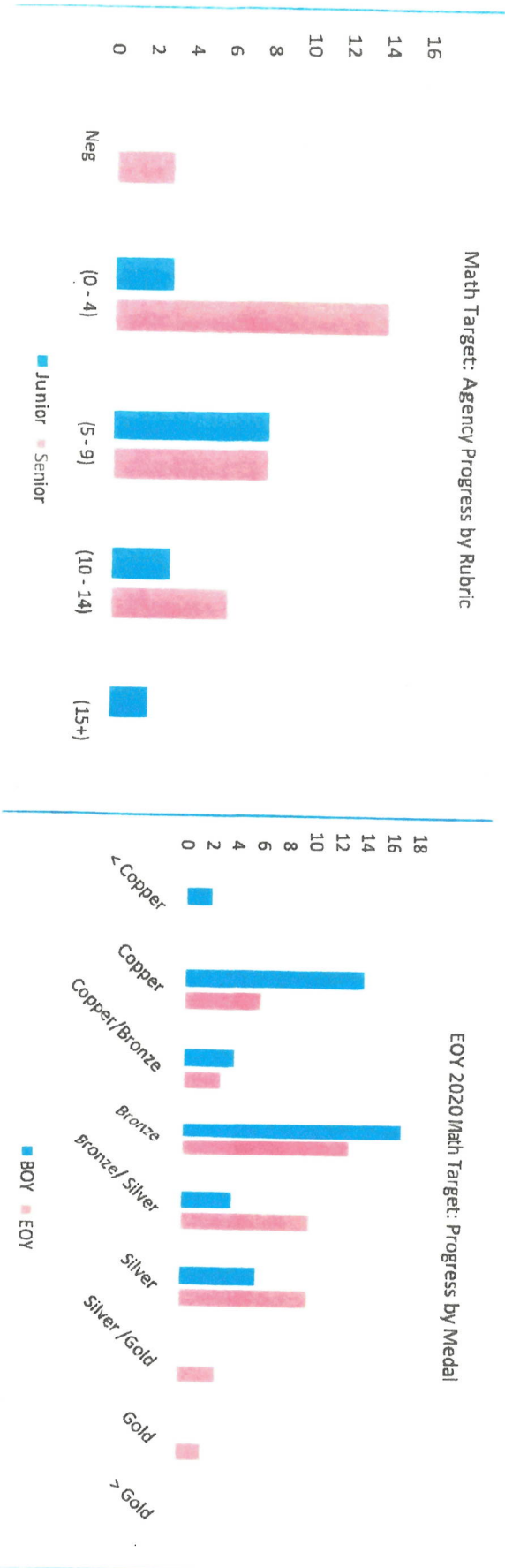
2.4. Math Target Progress: by Lockdown Engagement

While there was some correlation at Mid Year between achievement and lockdown engagement, following on to the end of the year, the same correlation is not evident.



2.5. Math Target: Student Agency Progress

With reference to EOY Progress by OTJ Levels (in 2.3.), Year 4s had the highest percentage of who remained at the same level, whether *Below* or *Well Below*, followed by Year 5s. Both these year levels also had the least progress in Agency Medals – Year 4 movement ranged between Copper and Bronze and Year 5s, between Bronze and Silver. This year teachers are confident in the embedding of Agency Medals; continuing to track the correlation between increasing student agency and achievement data will be important next year.



Summary for Annual Target for Math

- Overall, Math target students have maintained or extended the gains made in June.
- Most of the 28 children who are tracking *Below* or *Well Below*, are struggling across all areas – Math, Reading, and Writing – and need continued monitoring and additional support.
- All target students who are Pasifika and Other Ethnicities are back on track.
- While Gender differences are minimal, there was a gap between the Math achievement of NZ European and Māori target students. This is not a concern at this point due to the strong focus on cultural context in the DMIC PLD, however monitoring of progress is still warranted.
- There is some correlation between the data for Student Agency and Math results for Years 4 and 5 – again this is good to monitor. As a school we have seen the positive outcomes of student agency and are confident this will make a positive difference to overall student success and achievement – socially, emotionally, as well as academically.

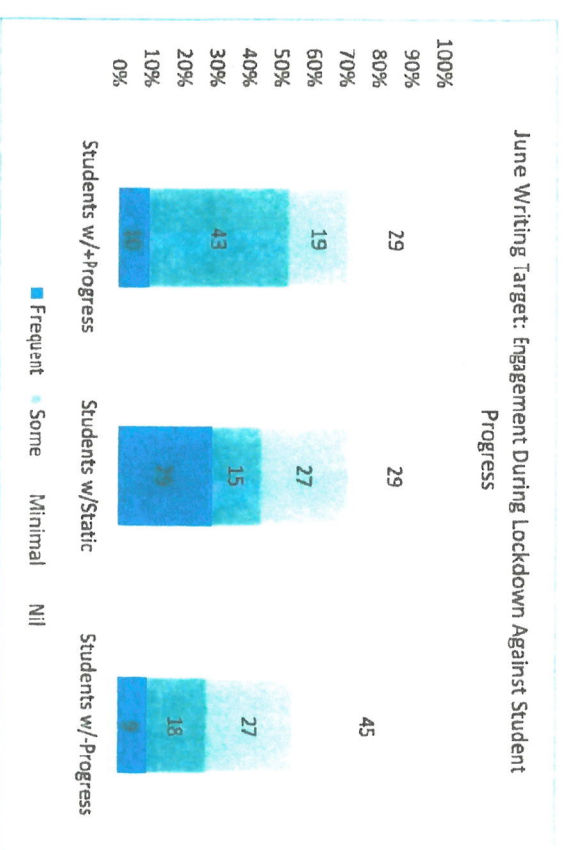
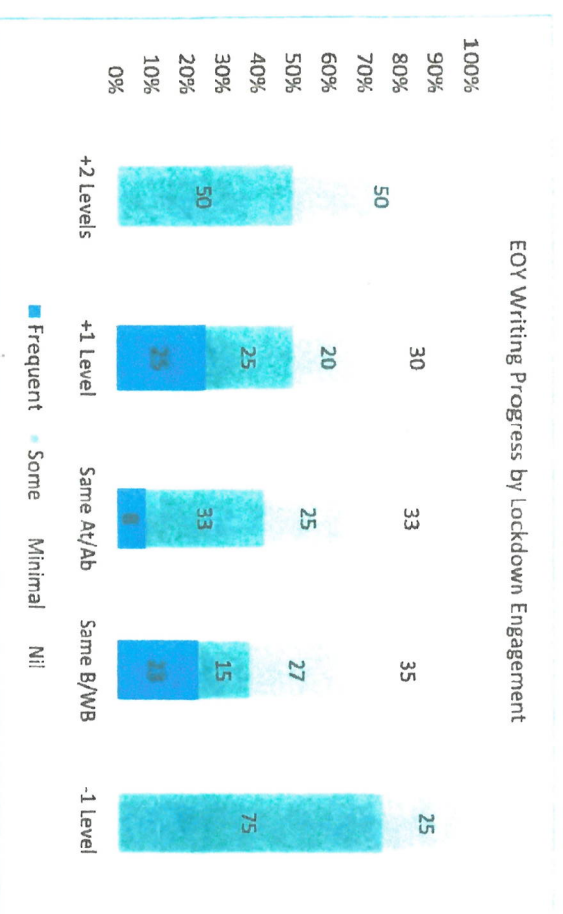
3.4. Writing Target Progress by Lockdown Engagement

The correlation between Writing achievement and engagement during lockdown, evident in June, was less so in November. The breakdown of numbers:

- +2 Levels: 2 students
- +1 Level: 20 students
- Same At/Ab: 12 students
- Same B/WB: 48 students
- -1 Level: 4 students

The number of students who had Frequent to Some engagement over lockdown:

- 50% - achieved +1 Level
- 41% - maintained their progress At or Above
- 38% - remained at Below or Well Below



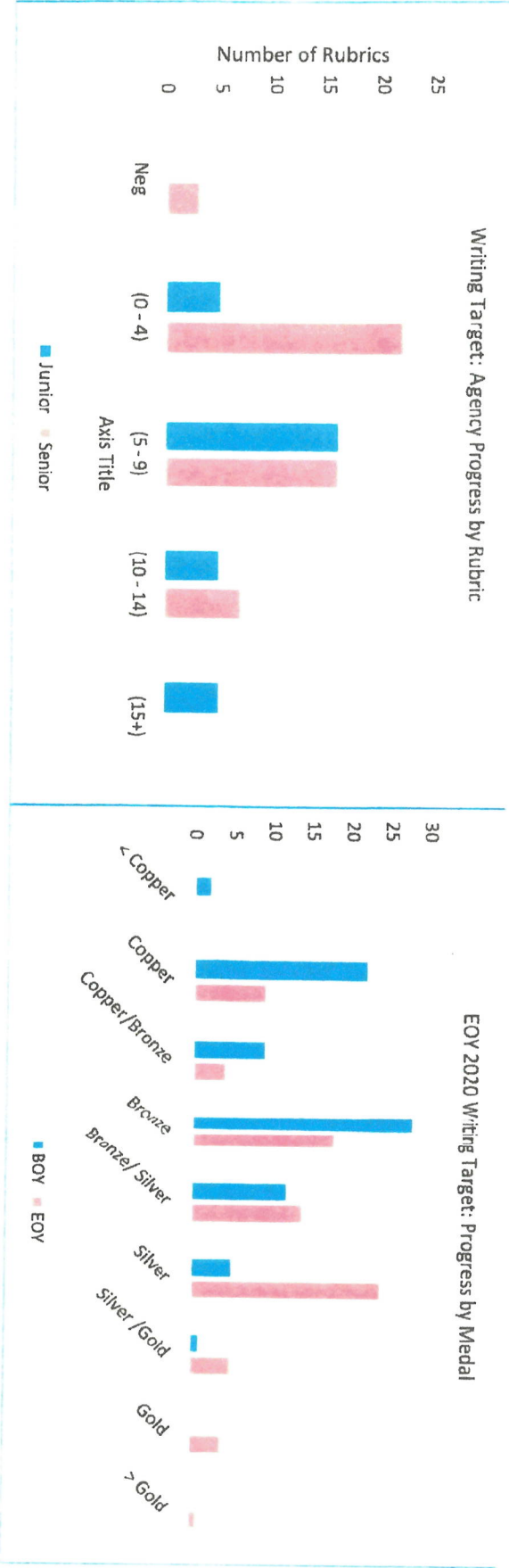
3.5. Writing Target: Student Agency Progress

The Writing target students had relatively higher shifts in agency and could be a factor in doubling the percentage At or Above from June to November 2020 (15% to 29%, in 3.1). However, there remains a significant number of target students (71%), that continue to struggle in Writing (and in reading, to a lesser extent). In an MOE 2018 publication about national achievement in math, reading and writing, based on e-asTTle assessment data it was said:

At least a third of students at the end of their primary education (end of Year 8) are achieving scores in writing and mathematics within curriculum levels that are lower than the level expected by the New Zealand Curriculum. The proportion of students not meeting the expectations of the curriculum is largest for writing and smallest for reading.

While this may be so nationally, as a staff we are still concerned and so we will be asking as a staff a number of reflective questions to see how we can support our struggling writers:

- Are the specific needs of struggling writers being addressed in the current student agency approach?
- Will more teacher-driven targeted teaching address gaps in writing skills?
- Are we using our Learning Coach expertise the best way possible?
- Is there another teaching approach that we haven't yet explored to help our struggling writers?
- What learning can we take from DMIC/Math that is transferable to teaching writing?
- What other questions can/should we be asking?



Summary for Annual Target for Writing

- While the number of children achievement At expected levels has doubled since June, 71% of the Writing target group remain *Below* or *Well Below*.
- Girls are tracking better than Boys.
- In terms of actual progress, all target students have maintained or extended the gains they made in June.
- There is a slight correlation to lockdown engagement; those that had *Frequent* to *Some* engagement have performed slightly better than those that had *Minimal* to *Nil*.
- Writing target students have made relatively greater improvement in student agency levels, however this is not necessary evident in their assessment data. I recommend the particular needs of these students, many of whom are low across all areas – numeracy and literacy—be looked in light of target teaching. The questions posed in 3.5 are only some to consider in our efforts to support our most struggling learners.