

Turaki Primary School

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

School Directory

Ministry Number:	2040
Principal:	Robyn Pulu
School Address:	Tumoana Street, Taumarunui
School Postal Address:	Tumoana Street, Taumarunui
School Phone:	(07) 895 7651
School Email:	robynb@turakiprimary.school.nz

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Charlie Burton	Chair Person	Elected	Sep-22
Robyn Pulu	Principal	ex Officio	
Christy Keystone	Parent Rep	Elected	Sep-22
Warrick Street	Parent Rep	Elected	Sep-22
Laal Bhullar	Parent Rep	Elected	Sep-22
Toria Arahanga	Parent Rep	Elected	Sep-22
Rose Clark	Staff Rep	Elected	Sep-22

Accountant / Service Provider: Peak Chartered Accountants Ltd

TURAKI PRIMARY SCHOOL

Annual Report - For the year ended 31 December 2021

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Turaki Primary School

Statement of Responsibility

For the year ended 31 December 2021

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2021 fairly reflects the financial position and operations of the school.

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

David Burton

Full Name of Presiding Member



Signature of Presiding Member

31/5/22

Date:

Robyn Pulu

Full Name of Principal



Signature of Principal

31/5/22

Date:

Turaki Primary School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue				
Government Grants	2	1,947,483	1,871,571	1,808,250
Locally Raised Funds	3	67,329	80,500	63,788
Interest Income		3,045	8,800	5,793
Other Revenue		131	200	183
		<u>2,017,988</u>	<u>1,961,071</u>	<u>1,878,014</u>
Expenses				
Locally Raised Funds	3	43,190	39,050	40,186
Learning Resources	4	1,304,785	1,321,334	1,158,783
Administration	5	246,375	108,601	113,171
Finance		3,359	371	986
Property	6	414,491	438,800	433,627
Depreciation	11	34,630	10,615	20,200
Loss on Disposal of Property, Plant and Equipment		-	-	795
		<u>2,046,830</u>	<u>1,918,771</u>	<u>1,767,748</u>
Net Surplus / (Deficit) for the year		(28,842)	42,300	110,266
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(28,842)</u>	<u>42,300</u>	<u>110,266</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.



Turaki Primary School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Equity at 1 January		385,058	388,616	274,792
Total comprehensive revenue and expense for the year		(28,842)	42,300	110,266
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		3,560	-	
Equity at 31 December		359,776	430,916	385,058
Retained Earnings		359,776	430,916	385,058
Equity at 31 December		359,776	430,916	385,058

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.



Turaki Primary School

Statement of Financial Position

As at 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Assets				
Cash and Cash Equivalents	7	307,211	300,000	450,009
Accounts Receivable	8	102,488	105,600	121,264
GST Receivable		12,230	8,000	-
Prepayments		12,502	10,000	10,808
Inventories	9	395	200	384
Investments	10	281,422	288,000	279,215
		716,248	711,800	861,680
Current Liabilities				
GST Payable		-	-	24,865
Accounts Payable	12	98,902	119,722	110,140
Revenue Received in Advance	13	3,860	500	434
Provision for Cyclical Maintenance	14	86,861	-	-
Finance Lease Liability	15	15,735	6,000	5,798
Funds held for Capital Works Projects	16	189,741	122,168	300,567
Funds held on behalf of RT Lit Cluster	17	28,286	22,000	21,657
		423,385	270,390	463,461
Working Capital Surplus/(Deficit)		292,863	441,410	398,219
Non-current Assets				
Property, Plant and Equipment	11	86,242	79,259	59,135
		86,242	79,259	59,135
Non-current Liabilities				
Provision for Cyclical Maintenance	14	-	77,753	66,653
Finance Lease Liability	15	19,328	12,000	5,641
		19,328	89,753	72,294
Net Assets		359,776	430,916	385,058
Equity		359,776	430,916	385,058

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



Turaki Primary School

Statement of Cash Flows

For the year ended 31 December 2021

	Note	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash flows from Operating Activities				
Government Grants		518,089	696,754	538,510
Locally Raised Funds		94,903	88,200	70,450
Goods and Services Tax (net)		(37,095)	(3,000)	29,412
Payments to Employees		(324,391)	(340,338)	(227,747)
Payments to Suppliers		(252,285)	(257,926)	(261,288)
Interest Paid		(1,091)	(371)	(986)
Interest Received		3,135	9,100	6,361
Net cash from/(to) Operating Activities		1,265	192,419	154,712
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	(795)
Purchase of Property Plant & Equipment (and Intangibles)		(27,909)	(27,783)	(37,120)
Purchase of Investments		(2,207)	(288,000)	(3,806)
Net cash from/(to) Investing Activities		(30,116)	(315,783)	(41,721)
Cash flows from Financing Activities				
Furniture and Equipment Grant		3,560	-	
Finance Lease Payments		(10,067)	10,000	6,533
Funds Administered on Behalf of Third Parties		(107,439)	123,364	303,028
Net cash from/(to) Financing Activities		(113,946)	133,364	309,561
Net increase/(decrease) in cash and cash equivalents		(142,797)	10,000	422,552
Cash and cash equivalents at the beginning of the year	7	450,009	290,000	27,457
Cash and cash equivalents at the end of	7	307,212	300,000	450,009

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been excluded.

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



Turaki Primary School

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2021 to 31 December 2021 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. 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 carry forward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.



c) Revenue Recognition

Government Grants

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

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

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. 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. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

Other Grants

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.

d) Operating Lease Payments

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

e) Finance Lease Payments

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

f) Cash and Cash Equivalents

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

g) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for credit losses (uncollectable debts). The schools receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

h) Inventories

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

i) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

j) Property, Plant and Equipment

Land and buildings owned by the Crown are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements 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.

Gains and losses on disposals (i.e. sold or given away) are determined by comparing the proceeds received with the carrying amounts (i.e. the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.



Finance Leases

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the school will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

Depreciation

Property, plant and equipment except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Buildings	25 Years
Building improvements to Crown Owned Assets	2 1/2 - 10 Years
Classroom Furniture and equipment	1 1/2 - 10 Years
Office Furniture & Equipment	2 1/2 - 10 Years
Other Equipment & Plant	2 1/2 - 10 Years
Textbooks	10 Years
Leased assets held under a Finance Lease	Term of Lease
Library resources	10 Years

k) 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.

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.

l) Impairment of property, plant, and equipment and intangible assets

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

Non cash generating assets

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

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

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

The reversal of an impairment loss is recognised in the surplus or deficit.

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 entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned, by non teaching staff, to but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before twelve months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows

o) Revenue Received in Advance

Revenue received in advance relates to fees received from 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.

p) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of the School's control. These amounts 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.



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 is a reasonable estimate, based on an up to date 10 Year Property Plan (10YPP) or another appropriate source of evidence.

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, finance lease liability, and painting contract 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) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

Borrowings include but are not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

t) 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.

u) Budget Figures

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

v) Services received in-kind

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



2. Government Grants

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Operational Grants	481,717	370,651	427,448
Teachers' Salaries Grants	1,016,927	1,000,000	973,605
Use of Land and Buildings Grants	259,365	300,000	296,135
Other MoE Grants	179,409	200,920	109,935
Other Government Grants	10,064	-	1,127
	<u>1,947,482</u>	<u>1,871,571</u>	<u>1,808,250</u>

The school has opted in to the donations scheme for this year. Total amount received was \$31,500.

3. Locally Raised Funds

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

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Revenue			
Donations & Bequests	14,715	11,000	7,268
Fees for Extra Curricular Activities	26,750	38,000	19,582
Trading	23,993	30,500	34,408
Fundraising & Community Grants	8	-	2,295
Other Revenue	1,863	1,000	235
	<u>67,329</u>	<u>80,500</u>	<u>63,788</u>
Expenses			
Extra Curricular Activities Costs	11,823	10,550	8,398
Trading	28,603	28,500	31,401
Fundraising and Community Grant Costs	2,764	-	387
	<u>43,190</u>	<u>39,050</u>	<u>40,186</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>24,139</u>	<u>41,450</u>	<u>23,602</u>

4. Learning Resources

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Curricular	44,331	54,000	50,748
Information and Communication Technology	9,263	5,500	4,525
Library Resources	-	700	311
Employee Benefits - Salaries	1,246,891	1,258,134	1,100,405
Staff Development	4,300	3,000	2,794
	<u>1,304,785</u>	<u>1,321,334</u>	<u>1,158,783</u>



5. Administration

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Audit Fee	4,943	4,400	4,413
Board Fees	2,690	4,100	1,475
Board Expenses	6,381	1,000	2,378
Communication	906	1,000	895
Consumables	2,537	11,000	10,393
School Lunches	133,469	-	-
Other	28,984	21,262	27,051
Employee Benefits - Salaries	52,578	51,204	52,522
Insurance	1,948	2,371	1,948
Service Providers, Contractors and Consultancy	11,938	12,264	12,096
	246,374	108,601	113,171

6. Property

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Caretaking and Cleaning Consumables	6,919	6,000	6,343
Consultancy and Contract Services	35,500	35,500	35,500
Cyclical Maintenance Provision	20,208	11,100	11,100
Grounds	5,384	7,500	4,975
Heat, Light and Water	26,462	28,000	22,739
Rates	3,352	3,700	3,150
Repairs and Maintenance	14,312	8,300	14,035
Use of Land and Buildings	259,365	300,000	296,135
Security	2,570	700	678
Employee Benefits - Salaries	40,418	38,000	38,972
	414,490	438,800	433,627

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

7. Cash and Cash Equivalents

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Bank Accounts	307,211	300,000	450,009
Cash and cash equivalents for Statement of Cash Flows	307,211	300,000	450,009

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

Of the \$307,211 Cash and Cash Equivalents, \$189,742 is held by the School on behalf of the Ministry of Education. These funds have been provided for the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2022 on Crown owned school buildings.

Of the \$307,211 Cash and Cash Equivalents, \$25,046 is held by the School on behalf of the RT Lit cluster. See note 17 for details of how the funding received for the cluster has been spent in the year.



8. Accounts Receivable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Receivables	19,804	5,000	9,655
Interest Receivable	624	600	713
Banking Staffing Underuse	1,292	20,000	28,552
Teacher Salaries Grant Receivable	80,768	80,000	82,344
	<u>102,488</u>	<u>105,600</u>	<u>121,264</u>
Receivables from Exchange Transactions	20,428	5,600	10,368
Receivables from Non-Exchange Transactions	82,060	100,000	110,896
	<u>102,488</u>	<u>105,600</u>	<u>121,264</u>

9. Inventories

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Stationery	254	200	384
Scholastic Book Club	141	-	-
	<u>395</u>	<u>200</u>	<u>384</u>

10. Investments

The School's investment activities are classified as follows:

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Asset			
Short-term Bank Deposits	281,422	288,000	279,215
Total Investments	<u>281,422</u>	<u>288,000</u>	<u>279,215</u>



11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2021	\$	\$	\$	\$	\$	\$
Land	-				-	-
Buildings	12,312	2,500			(2,074)	12,738
Building Improvements	5,260	3,930			(2,310)	6,880
Furniture and Equipment	31,135	16,653			(15,068)	32,720
Leased Assets	10,413	38,553			(15,158)	33,808
Library Resources	15	100			(20)	95
Balance at 31 December 2021	59,135	61,737	-	-	(34,630)	86,242

The net carrying value of equipment held under a finance lease is \$33,807 (2020: \$10,412)

	2021 Cost or Valuation	2021 Accumula ted Depreciati	2021 Net Book Value	2020 Cost or Valuation	2020 Accumulated Depreciation	2020 Net Book Value
	\$	\$	\$	\$	\$	\$
Land	-	-	-	-	-	-
Buildings	60,899	(48,162)	12,737	58,399	(46,087)	12,312
Building Improvements	131,785	(124,905)	6,880	127,855	(122,595)	5,260
Furniture and Equipment	474,710	(441,988)	32,722	458,055	(426,920)	31,135
Textbooks	11,904	(11,904)	-	11,904	(11,904)	-
Leased Assets	51,116	(17,308)	33,808	17,288	(6,875)	10,413
Library Resources	82,945	(82,850)	95	82,845	(82,831)	14
Balance at 31 December	813,359	(727,117)	86,242	756,346	(697,212)	59,135

12. Accounts Payable

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Creditors	7,855	12,022	6,843
Accruals	4,943	4,700	4,413
Employee Entitlements - Salaries	80,768	95,000	92,290
Employee Entitlements - Leave Accrual	5,336	8,000	6,594
	98,902	119,722	110,140
Payables for Exchange Transactions	98,902	119,722	110,140
	98,902	119,722	110,140

The carrying value of payables approximates their fair value.



13. Revenue Received in Advance

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Other Revenue in Advance	3,860	500	434
	3,860	500	434

14. Provision for Cyclical Maintenance

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Provision at the Start of the Year	66,653	66,653	55,553
Increase/ (decrease) to the Provision During the Year	20,208	11,100	11,100
Provision at the End of the Year	86,861	77,753	66,653
Cyclical Maintenance - Current	86,861	-	-
Cyclical Maintenance - Term	-	77,753	66,653
	86,861	77,753	66,653

15. Finance Lease Liability

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

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
No Later than One Year	16,724	7,000	6,589
Later than One Year and no Later than Five Years	19,939	7,000	6,036
Later than Five Years			
Future Finance Charges	(1,600)	(800)	(1,186)
	35,063	13,200	11,439
Represented by			
Finance lease liability - Current	15,735	6,000	5,798
Finance lease liability - Term	19,328	12,000	5,641
	35,063	18,000	11,439



16. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects.

	2021 Project Number	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Reroof Block	214864	122,168				122,168
Electrical & Lighting Upgrade	214866	18,892		-		18,892
New Shade Structure	221241	97,687	-	(73,061)		24,626
AMS Classroom Modernisation	214867	26,000		(1,945)		24,055
Plumbing & Drainage	214865	35,820	480	(36,300)		-
Totals		300,567	480	(111,306)	-	189,741

Represented by:

Funds Held on Behalf of the Ministry of Education	189,741
Funds Due from the Ministry of Education	-
	189,741

	2020	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Reroof Block	<i>in progress</i>	-	122,168			122,168
Electrical & Lighting Upgrade	<i>in progress</i>	-	34,812	(15,920)		18,892
New Shade Structure	<i>in progress</i>	-	97,687			97,687
AMS Classroom Modernisation	<i>in progress</i>	-	26,000			26,000
Plumbing & Drainage	<i>in progress</i>	-	35,820			35,820
Totals		-	316,487	(15,920)	-	300,567

17. Funds for RTLit Services

Turaki Primary School is the lead school funded by the Ministry of Education to provide the services of Resource Teachers of Literacy to its cluster of schools.

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Funds Held at Beginning of the Year	21,657	20,000	19,198
Funds Received from Cluster Members			
Funds Received from MoE	12,954	15,000	12,954
Total funds received	12,954	15,000	12,954
Funds Spent on Behalf of the Cluster	6,326	13,000	10,495
Funds remaining	28,284	22,000	21,657



18. Related Party Transactions

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

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

19. Remuneration

Key management personnel compensation

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

	2021 Actual \$	2020 Actual \$
<i>Board Members</i>		
Remuneration	2,690	1,475
<i>Leadership Team</i>		
Remuneration	431,469	323,271
Full-time equivalent members	4	3
Total key management personnel remuneration	434,159	324,746

There are 6 members of the Board excluding the Principal. The Board had held 6 full meetings of the Board in the year. The Board also has Finance (1 member) and Property (1 member) that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

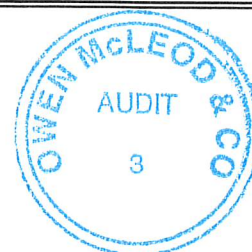
	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130 - 140	130 - 140
Benefits and Other Emoluments	4 - 5	4 - 5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2021 FTE Number	2020 FTE Number
100 - 110	1.00	1.00
110 - 120	1.00	0.00
	2.00	1.00

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



20. Compensation and Other Benefits Upon Leaving

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

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

21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2021 (Contingent liabilities and assets at 31 December 2020: nil).

Holidays Act Compliance – schools payroll

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

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

To the extent that any obligation cannot reasonably be quantified at 31 December 2021, a contingent liability for the school may exist.

22. Commitments

(a) Capital Commitments

As at 31 December 2021 the Board has not entered into contract agreements for capital works.

(Capital commitments at 31 December 2020: \$0)

(b) Operating Commitments

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



23. Financial Instruments

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

Financial assets measured at amortised cost

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash and Cash Equivalents	307,211	300,000	450,009
Receivables	102,488	105,600	121,264
Investments - Term Deposits	281,422	288,000	279,215
Total Financial assets measured at amortised cost	691,121	693,600	850,488

Financial liabilities measured at amortised cost

Payables	98,902	119,722	110,140
Finance Leases	35,063	18,000	11,439
Total Financial Liabilities Measured at Amortised Cost	133,965	137,722	121,579

24. Events After Balance Date

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

25. Comparatives

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

26. COVID 19 Pandemic on going implications

Impact of Covid-19

During 2021 the country moved between alert levels. During February and March 2021 Auckland was placed into alert levels 3 and 2 and other parts of the country moved into alert level 2.

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

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

Impact on operations

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

However, the ongoing interruptions resulting from the moves in alert levels have impacted schools in various ways which potentially will negatively affect the operations and services of the school. We describe below the possible effects on the school that we have identified, resulting from the ongoing impacts of the COVID-19 alert level changes.

Reduction in locally raised funds

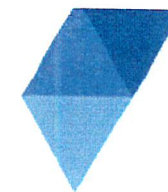
Under alert levels 4,3, and 2 the school's ability to undertake fund raising events in the community and/ or collect donations or other contributions from parents, may have been compromised. Costs already incurred arranging future events may not be recoverable.



Turaki School

Kiwisport

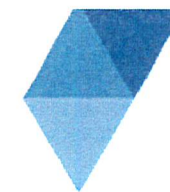
Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2021 the school received a total of \$3,213.97 (excluding GST). The funding was spent on sporting endeavours.



Analysis of Variance Reporting

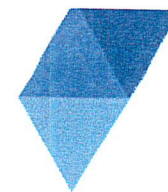
School Name:	Turaki School	School Number:	2040
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Strategic Aim:	<p>Strategic Goal 1: To improve teaching and learning, and raise student achievement in Reading, Writing and Math</p> <p>Strategic Goal 2: To raise Maori students achievement by ensuring Maori students are enjoying academic success as Maori</p> <p>Strategic Goal 3: To raise student achievement through having effective teaching in all classrooms</p> <p>Strategic Goal 4: To embed consistent school wide PB4L strategies and processes to enhance student learning and behaviour</p>
Annual Aim:	<ul style="list-style-type: none"> To see continued positive progress from our students who are working below and well below expected curriculum level. To raise student achievement through maintaining positive professional relationships with whanau and community . To improve student achievement through the embedding of our PB4L consistency across teams and across school. To become a Cool School and implement a Peer Mediation programme. Te introduce Ki Waho - Outside Learning through play classroom to Te Kakano. To introduce Seesaw to whanau and use this as a viable form of communicating with whanau.
Target:	<p>Reading</p> <ol style="list-style-type: none"> Our 41 students working WELL BELOW expected curriculum level, will make SOME progress throughout the year, using their reading age and/or reading level as an indicator of progress. Our 67 students working BELOW expected curriculum level will make accelerated progress, using their reading age and/or reading level as an indicator of progress <p>Writing</p> <ol style="list-style-type: none"> Our 35 students working WELL BELOW expected curriculum level, will make SOME progress throughout the year, using their Term 4 2021 and Term 4 2022 e-asTTle results as an indicator of progress Our 95 students working BELOW expected curriculum level will make accelerated progress, using their Term 4 2021 and Term 4 2022 e-asTTle results as an indicator of progress.



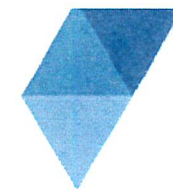
Analysis of Variance Reporting

	<p>Mathematics</p> <ol style="list-style-type: none"> 1. Our 26 students working WELL BELOW expected curriculum level, will make SOME progress, using their Term 4 2021 and Term 4 2022 GLoSS/JaM results as an indicator of progress 2. Our 78 students working BELOW expected curriculum level will make accelerated progress, using their Term 4 2011 and Term 4 2022 GLoSS/JaM results as an indicator of progress.
<p>Baseline Data:</p>	<p>Our end of 2021 data shows</p> <p>Reading</p> <ul style="list-style-type: none"> • 105 students working AT or ABOVE expected curriculum level - 72 of these are Maori • 108 students working BELOW or WELL BELOW expected curriculum level - 81 of these are Maori <p>Writing</p> <ul style="list-style-type: none"> • 83 students working AT or ABOVE expected curriculum level - 52 of these are Maori • 130 students working BELOW or WELL BELOW expected curriculum level - 101 of these are Maori <p>Math</p> <ul style="list-style-type: none"> • 109 students working AT or ABOVE expected curriculum level - 73 of these are Maori • 104 students working BELOW or WELL BELOW expected curriculum level - 80 of these are Maori



Analysis of Variance Reporting

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Reading:</p> <ul style="list-style-type: none"> Integrating Literacy and Inquiry Learning - allowing for more Literacy learning and practice. Te Kakano teachers began embedding structured literacy practice in their classrooms. Created a "foundations" classroom for Year 0-1 students. Embarked on Better Start to Literacy for our Year 1-2 teachers. Te Pihinga teachers embarked on Structured Literacy Te Mahuri priority learners in one class being taught by team leader allowing more small group time with these learners. Observation of students' reading behaviours and choices of texts Tracking and monitoring of student progress to inform interventions RT:Lit referrals, use of specialist knowledge with specific students, working with small groups, supporting teachers Team meetings included a specific Target Student progress component Explicit teaching of comprehension, inferencing, and evaluating strategies 	<p>Reading:</p> <ul style="list-style-type: none"> From the 92 students identified as reading priority learners, 75 are Maori 36 of these students made ACCELERATED progress in 12 months - 30 of these are Maori students 69 students made SOME progress - 25 of these are Maori 6 students made NO progress - 3 of these are Maori 	<p>Reading:</p> <ul style="list-style-type: none"> All student data in Reading, Writing and Math has been analysed and tracked at 6 monthly intervals. Trends have been identified and targets set from the data. Teachers referring to and using school wide Reading progressions. "Pre" school class allows for explicit teaching of basic necessary Reading skills. Explicit focussed teaching in Te Mahuri learners classroom Collaborative planning happening within teams. Senior leadership team spent numerous hours effectively tracking and analysing target student data - we can now clearly see ANY progress made by these students regardless of how small it may be. Structured Literacy happening in Te Kakano and Te Pihinga Specialist teacher worked with groups of priority learners every day. Team meetings with a Target student component provided regular support and feedback for teachers and learning programmes. 	<p>Reading:</p> <ul style="list-style-type: none"> Embedding of school wide Reading progressions and overviews Te Pihinga (Years 4-6) teachers to embark on Science of Reading professional development. Te Kakano (Years 0-3) teachers to continue on the Science of Reading professional development journey. Science of Reading practice to be put into action throughout Te Kakano and Te Pihinga. Collaborative teaching and learning will allow for explicit teaching and learning to happen in small groups Specialised transition time for new entrants Continue to gauge and listen to student voice in learning programmes across the school. Referrals to outside agencies being made early Teachers to work directly with target students Team planning to occur every term to ensure consistency and progress across the school Target Student reflections and discussion at Team meetings



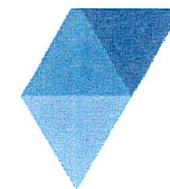
Analysis of Variance Reporting

<ul style="list-style-type: none"> • Teaching of very specific comprehension strategies • 1 to 1 reading with teacher and teacher aide • Used a wide variety of texts to engage and challenge students • Topic-based (interest based) learning • Use of targeted strategies to build confidence to enjoy reading and stay motivated • Digital modelling book • Linking reading and writing tasks. • Discussions using questioning. • Identifying language and visual features in a variety of text types and using information to write a response using information from the reading task. • Using the Elaborations from the Literacy Progressions to guide selection of tasks to give students an opportunity to show understanding 		<ul style="list-style-type: none"> • Support from RTLB, RTLit and teacher aides with small groups • Teachers using target student data to teach specific areas of need. This had a significant impact on the success of individual teachers reading programmes and student achievement levels. • Listening to student voice in regards to material selection, which resulted in them showing significantly more enthusiasm and being engaged in their learning. • Self reflection process involves sharing successes and failures with colleagues, resulting in better classroom practice. 	<ul style="list-style-type: none"> • Continuation of teachers feeding back at staff meetings – sharing of evidence-based strategies that are having a positive effect on student learning • OTJ moderation across the school • Continued and improved use of Seesaw programme in all classrooms • Implementation of "Learn It, Practice It, Prove It, Improve It" programme in all classrooms
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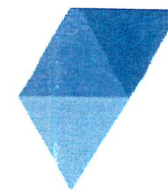
Analysis of Variance Reporting

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Writing:</p> <ul style="list-style-type: none"> • Ongoing facilitated PLD by Write That Essay with all teachers • Integrating Literacy and Inquiry Learning - allowing for more Literacy learning and practice. • Te Kakano teachers embedding Structured Literacy practice into their classrooms • Te Mahuri has a class specifically catering to priority learners. Taught by team leader. • Years 5-8 students continued to use Write That Essay tool. • Templates with how to write different genres • Daily use of Write That Essay online tools • How to help writing booklets • Story maps • Student choice writing • Daily Teacher aide one to one structured literacy time in Te Pihinga and Te Mahuri. • Small group teaching of writing strategies 	<p>Writing:</p> <ul style="list-style-type: none"> • From the 104 students identified as writing priority learners, 80 are Maori • 43 of these students made ACCELERATED progress in 12 months - 30 of these are Maori students • 53 students made SOME progress - 39 of these are Maori • 35 students made NO progress - 30 of these are Maori 	<p>Writing:</p> <ul style="list-style-type: none"> • All student data in Reading, Writing and Math has been analysed and tracked at 6 monthly intervals. Trends have been identified and targets set from the data. • Senior leadership team spent numerous hours effectively tracking and analysing target student data - we can now clearly see ANY progress made by these students regardless of how small it may be. • Staff and team meetings with a target student component provided regular support and feedback for teachers and learning programmes. • Support from RTLB, RTLit and teacher aides with small groups. • Teachers effectively using target student data to teach specific areas of need. • Teachers using target student data to teach specific areas of need. This had a significant impact on the success of individual teachers writing 	<p>Writing:</p> <ul style="list-style-type: none"> • School wide learning improvement goal to be Writing focussed for 2021 • Continued participation in Write That Essay professional development - teacher Years 4-8. • Te Pihinga (Years 4-6) teachers completed Science of Reading professional development. • Te Kakano (Years 0-3) teachers to begin Better Start to Literacy professional development journey. • Science of Reading practice to be put into action throughout Te Kakano and Te Pihinga. • Embedding of school wide Writing progressions. • Specialist teaching time with priority learners every day • Teacher Aide resourcing allocated to Target Students (Teachers working with Target students) • Whole school planning to continue to occur every term to ensure consistency and progress across the school



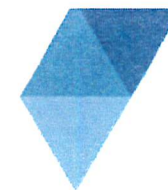
Analysis of Variance Reporting

<ul style="list-style-type: none"> • Writing linked to Inquiry topics rather than genre • Specific teaching of how to plan for writing • Writing circles • Daily scribe time • Use of motivations that students find appealing (pictures, videos, current issues) • Choice of recording using digital technologies or paper • Tracking and monitoring of student progress to inform interventions • T/A resource time allocated for students through classroom timetabling • Sentence construction explicitly taught • Modelling of planning, language features, sentence structures - a back to the basics approach • Editing and proofreading skills explicitly taught • Praise used to motivate and celebrate success • Team meetings included a Target Student monitoring component • Feedback in staff meetings on Target Student progress 		<p>programmes and student achievement levels.</p> <ul style="list-style-type: none"> • Listening to student voice in regards to motivating writers. • Self reflection process involving sharing of successes and failures with colleagues, resulting in better classroom practice. • Use of technology to increase writing mileage and better engage our male students. 	<ul style="list-style-type: none"> • PB4L strategies linked to learning and used consistently throughout the school • Robust monitoring of Target Students' progress by Team Leaders and the Senior Leadership Team. • Continued regular time allocation at Team meetings for Literacy and Numeracy re: Target Students • Continuation of teachers feeding back to colleagues on evidence-based strategies that are having a positive effect on student learning • OTJ moderation across the school • Continued and improved use of Seesaw and Learn It, Practice It, Prove It, Improve It programme in all classrooms
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Analysis of Variance Reporting

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Math:</p> <ul style="list-style-type: none"> Began to embed Bruce Moody math teaching practices Develop new Math teaching progressions inline with new teaching practice Teacher tools videos Small workshops Prove it videos Reteaching lower levelled strategies Digital modelling book Using student profiles to track progress Focus on increasing number knowledge as well as strategy Repeated practise of tasks Practical tasks using materials Introduction of online materials Use of NZ Maths planning, assessment and resources Tracking and monitoring of student progress to inform interventions 	<p>Math:</p> <ul style="list-style-type: none"> From the 101 students identified as math priority learners, 75 are Maori 32 of these students made ACCELERATED progress in 12 months - 26 of these are Maori students 57 students made SOME progress - 42 of these are Maori 9 students made NO progress - 6 of these are Maori 	<p>Math:</p> <ul style="list-style-type: none"> Newly learned Math teaching practice is now being embedded through classrooms. All student data in Reading, Writing and Math has been analysed and tracked at 6 monthly intervals. Trends have been identified and targets set from the data. Senior leadership team have spent numerous hours effectively tracking and analysing target student data - we can now clearly see ANY progress made by these students regardless of how small it may be. Team meetings with a target student component provided regular support and feedback for teachers and learning programmes. Support from teacher aides with small groups. Teachers using target student data to teach specific areas of need. This had a significant impact on the success of individual teachers writing 	<p>Math:</p> <ul style="list-style-type: none"> Start to use newly developed Math teaching and learning progressions Seed Math used across school Basic knowledge to be taught ahead of strategy Profile booklets used to support learners Continued work of Numeracy Leader to guide Math teaching and learning for staff as well as students PB4L strategies linked to learning and used consistently throughout the school Continuation of teachers feeding back to colleagues on evidence-based strategies that are having a positive effect on student learning Maintenance and continuation of robust and valuable appraisal model focussed on student progress and teacher knowledge of the learning process OTJ moderation across the school



Analysis of Variance Reporting

<ul style="list-style-type: none"> Team meetings with a Target Student component Feedback in staff meetings on evidence-based Target Student progress Professional Learning in Numeracy Online Teacher Tools shared with parents 		<p>programmes and student achievement levels.</p> <ul style="list-style-type: none"> Use of technology to support and strengthen learning (instructional videos etc). 	<ul style="list-style-type: none"> Continued and improved use of Seesaw programme in all classrooms Implementation of "Learn It, Practice It, Prove It, Improve It" programme in all classrooms Robust monitoring of Target Students' progress by Team Leaders and the Senior Leadership Team.
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Planning for next year:

- Centrally funded Writing PD by Write That Essay in Terms 1- 4.
- Embedding of Science of Reading in Te Kakano (Years 1-3) and Te Pihinga (Years 4-6).
- Embedding of Better Start to Literacy in Te Kakano.
- Implementation of Science of Reading in Te Mahuri (Years 7-8).
- Implementation of Te Ao Maori learning in all classrooms.
- Implementation of Ki waho - Outside learning through play classroom to include Te Pihinga and Te Mahuri.
- Implementation of school wide use of Seesaw and Learn It, Practise It, Prove It and Improve It programmes.
- Implementation of Professional Growth Cycle.
- Continued monitoring of priority learners from last year who have now reached "AT".
- Continued in-depth analysis of target student data.
- Accelerate learning for all students in literacy and numeracy with a particular emphasis on Maori learners and others at risk of not achieving equitable outcomes by building teacher knowledge and effective use of high interest literacy and numeracy programmes targeted to meet individual needs.
- RTLB and RTLit support for high learning needs.
- Speech and language therapist support.