

# OWHATA SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2021

#### School Directory

<b>Ministry Number:</b>	1881
<b>Principal:</b>	Robert Stiles
<b>School Address:</b>	31 Brent Road, Owhata
<b>School Postal Address:</b>	Brent Road, Owhata, Rotorua, 3010
<b>School Phone:</b>	07 345 6051
<b>School Email:</b>	sue.walls@owhata.school.nz

**Accountant / Service Provider:**

**Education**  *Services.*  
*Dedicated to your school*

# OWHATA SCHOOL

Annual Report - For the year ended 31 December 2021

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### **Other Information**

Members of the Board

Kiwisport

Analysis of Variance

# Owhata 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.

Tony Scott  
Full Name of Presiding Member

  
Signature of Presiding Member

24 May 2022  
Date:

Robert Stiles  
Full Name of Principal

  
Signature of Principal

24 May 2022  
Date:

**Owhata School**  
**Statement of Comprehensive Revenue and Expense**  
For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Revenue</b>				
Government Grants	2	2,693,667	2,247,977	2,552,560
Locally Raised Funds	3	136,380	59,716	85,178
Interest Income		1,998	-	1,112
		<u>2,832,045</u>	<u>2,307,693</u>	<u>2,638,850</u>
<b>Expenses</b>				
Locally Raised Funds	3	57,919	-	42,301
Learning Resources	4	1,863,998	1,591,764	1,562,658
Administration	5	367,649	120,475	365,408
Finance		1,252	637	697
Property	6	450,414	503,898	497,391
Depreciation	10	48,961	35,001	47,732
Loss on Disposal of Property, Plant and Equipment		1,032	-	2,153
		<u>2,791,225</u>	<u>2,251,775</u>	<u>2,518,340</u>
<b>Net Surplus / (Deficit) for the year</b>		40,820	55,918	120,510
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u><u>40,820</u></u>	<u><u>55,918</u></u>	<u><u>120,510</u></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.

**Owhata School**  
**Statement of Changes in Net Assets/Equity**  
For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Equity at 1 January</b>		291,127	217,310	163,925
Total comprehensive revenue and expense for the year		40,820	55,918	120,510
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant		-	-	6,692
<b>Equity at 31 December</b>		331,947	273,228	291,127
Retained Earnings		331,947	273,228	291,127
<b>Equity at 31 December</b>		331,947	273,228	291,127

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.

## Owhata School Statement of Financial Position

As at 31 December 2021

		2021	2021	2020
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	172,358	187,287	224,472
Accounts Receivable	8	131,796	94,503	106,174
GST Receivable		6,805	9,023	11,811
Prepayments		568	3,149	2,790
Inventories	9	1,604	-	2,350
		313,131	293,962	347,597
<b>Current Liabilities</b>				
Accounts Payable	11	161,660	138,547	148,636
Borrowings	12	9,130	9,130	9,130
Revenue Received in Advance	13	3,120	13,950	19,197
Provision for Cyclical Maintenance		-	-	-
Painting Contract Liability	15	-	11,853	17,232
Finance Lease Liability	16	7,361	7,285	6,096
Funds held for Capital Works Projects	17	65,848	-	81,599
		247,119	180,765	281,890
<b>Working Capital Surplus/(Deficit)</b>		66,012	113,197	65,707
<b>Non-current Assets</b>				
Property, Plant and Equipment	10	334,575	228,744	276,472
		334,575	228,744	276,472
<b>Non-current Liabilities</b>				
Borrowings - Due beyond one year		-	18,260	9,130
Provision for Cyclical Maintenance	14	60,000	46,012	36,808
Finance Lease Liability	16	8,640	4,441	5,114
		68,640	68,713	51,052
<b>Net Assets</b>		331,947	273,228	291,127
<b>Equity</b>		331,947	273,228	291,127

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

**Owhata School**  
**Statement of Cash Flows**  
For the year ended 31 December 2021

		2021	2021	2020
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		786,626	637,881	988,659
Locally Raised Funds		120,303	58,466	90,425
Goods and Services Tax (net)		5,006	-	(2,788)
Payments to Employees		(541,054)	(385,317)	(413,396)
Payments to Suppliers		(278,879)	(108,384)	(493,089)
Interest Paid		(1,252)	(637)	(697)
Interest Received		1,998	-	1,112
Net cash from/(to) Operating Activities		<u>92,748</u>	<u>202,009</u>	<u>170,226</u>
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(94,283)	-	(26,149)
Net cash from/(to) Investing Activities		<u>(94,283)</u>	<u>-</u>	<u>(26,149)</u>
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	6,692
Finance Lease Payments		(5,096)	(6,659)	(5,047)
Painting contract payments		(17,232)	(17,500)	(18,611)
Loans Received/ Repayment of Loans		(9,130)	(9,130)	(9,130)
Funds Administered on Behalf of Third Parties		(19,121)	-	87,924
Net cash from/(to) Financing Activities		<u>(50,579)</u>	<u>(33,289)</u>	<u>61,828</u>
<b>Net increase/(decrease) in cash and cash equivalents</b>		<u>(52,114)</u>	<u>168,720</u>	<u>205,905</u>
Cash and cash equivalents at the beginning of the year	7	224,472	18,567	18,567
<b>Cash and cash equivalents at the end of the year</b>	7	<u>172,358</u>	<u>187,287</u>	<u>224,472</u>

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.

# Owhata School

## Notes to the Financial Statements

### For the year ended 31 December 2021

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Owhata 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 10.

#### **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:

Building Improvements	18-40 years
Furniture and Equipment	5-15 years
Information and Communication Technology	5 years
Motor Vehicles	5-10 years
Library Resources	12.5% DV
Leased assets held under a Finance Lease	Term of Lease

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

The School holds sufficient funds to enable the refund of unearned fees in relation to 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.

**q) 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.

**r) 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.

**s) 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.

**t) 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.

**u) 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.

**v) Budget Figures**

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

**w) 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	702,887	634,565	672,838
Teachers' Salaries Grants	1,402,231	1,273,342	1,232,561
Use of Land and Buildings Grants	258,206	336,754	325,487
Other MoE Grants	322,839	3,316	315,499
Other Government Grants	7,504	-	6,175
	<u>2,693,667</u>	<u>2,247,977</u>	<u>2,552,560</u>

The school has opted in to the donations scheme for this year. Total amount received was \$40,650.

## 3. Locally Raised Funds

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Revenue</b>			
Donations & Bequests	1,045	-	847
Fees for Extra Curricular Activities	22,421	6,466	18,153
Trading	5,007	1,250	3,595
Fundraising & Community Grants	107,907	52,000	62,583
	<u>136,380</u>	<u>59,716</u>	<u>85,178</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	53,962	-	42,223
Trading	3,957	-	78
	<u>57,919</u>	<u>-</u>	<u>42,301</u>
<i>Surplus for the year Locally raised funds</i>	<u>78,461</u>	<u>59,716</u>	<u>42,877</u>

## 4. Learning Resources

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Curricular	27,207	22,920	23,687
Library Resources	-	1,200	1,041
Employee Benefits - Salaries	1,828,592	1,557,644	1,527,091
Staff Development	8,199	10,000	10,839
	<u>1,863,998</u>	<u>1,591,764</u>	<u>1,562,658</u>

## 5. Administration

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Audit Fee	5,152	5,500	5,496
Board Fees	3,730	5,700	3,790
Board Expenses	2,033	1,590	3,109
Communication	2,439	3,700	3,616
Consumables	17,087	14,698	13,359
Operating Lease	627	-	1,146
Other	27,928	25,028	27,047
Employee Benefits - Salaries	53,452	50,259	54,307
Insurance	8,721	3,500	6,088
Service Providers, Contractors and Consultancy	10,500	10,500	10,500
Healthy School Lunch Programme	235,980	-	236,950
	367,649	120,475	365,408

## 6. Property

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Caretaking and Cleaning Consumables	13,402	12,000	13,618
Cyclical Maintenance Provision	23,192	9,202	9,202
Grounds	10,204	9,570	11,225
Heat, Light and Water	15,540	16,700	16,114
Rates	6,590	6,269	5,460
Repairs and Maintenance	20,388	22,006	10,812
Use of Land and Buildings	258,206	336,754	325,487
Security	910	1,500	1,511
Employee Benefits - Salaries	65,053	50,756	64,756
Van	8,452	6,000	6,020
Consultancy And Contract Services	28,477	33,141	33,186
	450,414	503,898	497,391

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	172,358	187,287	224,472
Cash and cash equivalents for Statement of Cash Flows	172,358	187,287	224,472

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

Of the \$172,358 Cash and Cash Equivalents \$84,505 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.

## 8. Accounts Receivable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Receivables from the Ministry of Education	16,583	7,776	-
Banking Staffing Underuse	-	-	16,288
Teacher Salaries Grant Receivable	115,213	86,727	89,886
	<u>131,796</u>	<u>94,503</u>	<u>106,174</u>
Receivables from Exchange Transactions	16,583	-	-
Receivables from Non-Exchange Transactions	115,213	94,503	106,174
	<u>131,796</u>	<u>94,503</u>	<u>106,174</u>

## 9. Inventories

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Stationery	1,604	-	2,350
	<u>1,604</u>	<u>-</u>	<u>2,350</u>

## 10. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2021</b>						
Building Improvements	182,925	-	-	-	(11,076)	171,849
Furniture and Equipment	41,770	72,840	(1,032)	-	(19,360)	94,218
Information and Communication Technolog	5,935	19,549	-	-	(5,627)	19,857
Motor Vehicles	23,922	-	-	-	(2,660)	21,262
Textbooks	-	2,535	-	-	(493)	2,042
Leased Assets	10,103	13,172	-	-	(8,097)	15,178
Library Resources	11,817	-	-	-	(1,648)	10,169
<b>Balance at 31 December 2021</b>	<u>276,472</u>	<u>108,096</u>	<u>(1,032)</u>	<u>-</u>	<u>(48,961)</u>	<u>334,575</u>

The net carrying value of equipment held under a finance lease is \$15,178 (2020: \$10,103)

	2021 Cost or Valuation \$	2021 Accumulated Depreciation \$	2021 Net Book Value \$	2020 Cost or Valuation \$	2020 Accumulated Depreciation \$	2020 Net Book Value \$
Building Improvements	357,973	(186,124)	171,849	357,974	(175,049)	182,925
Furniture and Equipment	343,363	(249,145)	94,218	270,523	(228,753)	41,770
Information and Communication Technolog	98,150	(78,293)	19,857	78,601	(72,666)	5,935
Motor Vehicles	52,595	(31,333)	21,262	52,595	(28,673)	23,922
Textbooks	2,536	(494)	2,042	101,051	(90,948)	10,103
Leased Assets	114,223	(99,045)	15,178	111,420	(99,603)	11,817
Library Resources	111,420	(101,251)	10,169			
<b>Balance at 31 December</b>	<u>1,080,260</u>	<u>(745,685)</u>	<u>334,575</u>	<u>972,164</u>	<u>(695,692)</u>	<u>276,472</u>

### 11. Accounts Payable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Creditors	12,528	27,006	25,530
Accruals	3,652	4,400	3,896
Banking Staffing Overuse	-	2,872	2,872
Employee Entitlements - Salaries	115,213	86,727	89,886
Employee Entitlements - Leave Accrual	30,267	17,542	26,452
	<u>161,660</u>	<u>138,547</u>	<u>148,636</u>
Payables for Exchange Transactions	161,660	138,547	148,636
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>161,660</u>	<u>138,547</u>	<u>148,636</u>

The carrying value of payables approximates their fair value.

### 12. Borrowings

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Loans due in one year	9,130	9,130	9,130
Loans due after one year	-	18,260	9,130
	<u>9,130</u>	<u>27,390</u>	<u>18,260</u>

### 13. Revenue Received in Advance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Income in Advance	3,120	13,950	19,197
	<u>3,120</u>	<u>13,950</u>	<u>19,197</u>

### 14. Provision for Cyclical Maintenance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Provision at the Start of the Year	36,808	36,810	27,606
Increase to the Provision During the Year	12,000	9,202	9,202
Adjustment to the Provision	11,192	-	-
Provision at the End of the Year	<u>60,000</u>	<u>46,012</u>	<u>36,808</u>
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Term	60,000	46,012	36,808
	<u>60,000</u>	<u>46,012</u>	<u>36,808</u>



### 15. Painting Contract Liability

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Due within one year	-	11,853	17,232
Due after one year	-	-	-
	-	11,853	17,232
	-	11,853	17,232

In 2015 the Board signed an agreement with Higgins Coatings Pty Ltd (the contractor) for an agreed programme of work covering a seven year period. The programme provides for one exterior repaint of the Ministry owned buildings in 2016, with regular maintenance in subsequent years. The agreement has an annual commitment of \$20,193. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

### 16. Finance Lease Liability

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
No Later than One Year	8,453	7,285	6,733
Later than One Year and no Later than Five Years	9,201	4,441	5,492
Future finance charges	(1,653)	-	(1,015)
	16,001	11,726	11,210
	16,001	11,726	11,210

<b>Represented by</b>			
Finance lease liability - Current	7,361	7,285	6,096
Finance lease liability - Term	8,640	4,441	5,114
	16,001	11,726	11,210
	16,001	11,726	11,210

## 17. Funds Held (Owed) 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 No.	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
G:Weathertight Remediation	218834	69,447	-	(49,465)	-	19,982
Staffroom Alterations	223142	12,152	102,542	(104,013)	-	10,681
Electrical Works	228393	-	7,963	(1,148)	-	6,815
Site: LSPM: Hall Alterations	228142	-	32,463	(2,310)	-	30,153
Heating Works	228402	-	-	(2,202)	-	(2,202)
A,B,C,H Roofing	228392	-	-	(1,099)	-	(1,099)
Watermain Replacement	228394	-	-	(5,391)	-	(5,391)
Skylight Removal	228397	-	-	(1,111)	-	(1,111)
Hall Deck Remediation	232458	-	-	(7,841)	-	(7,841)
B: Admin Area Works - LSC Alterations	228396	-	25,500	(8,626)	-	16,874
Hall Heat Pumps x2	234360	-	9,118	(10,131)	-	(1,013)
Totals		<u>81,599</u>	<u>177,586</u>	<u>(193,337)</u>	<u>-</u>	<u>65,848</u>

### Represented by:

Funds Held on Behalf of the Ministry of Education	84,505
Funds Due from the Ministry of Education	(18,657)
	<u>65,848</u>

2020	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
G:Weathertight Remediation	218834	-	91,473	(22,026)	-	69,447
Staffroom Alterations	223142	-	16,424	(4,272)	-	12,152
Site: re-keyed	218842	-	8,776	(8,776)	-	-
Totals		<u>-</u>	<u>116,673</u>	<u>(35,074)</u>	<u>-</u>	<u>81,599</u>

## 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.

	<b>2021 Actual \$</b>	<b>2020 Actual \$</b>
<i>Board Members</i>		
Remuneration	3,730	3,790
 <i>Leadership Team</i>		
Remuneration	528,650	504,718
Full-time equivalent members	5.00	5.00
 Total key management personnel remuneration	532,380	508,508

There are 8 members of the Board excluding the Principal. The Board had held 7 full meetings of the Board in the year. The Board also has Finance (4 members) and Property (0 members) that met 7 and 0 times 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:

	<b>2021 Actual \$000</b>	<b>2020 Actual \$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140 - 150	140 - 150
Benefits and Other Emoluments	0 - 1	-
Termination Benefits	-	-

### Other Employees

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

	<b>2021</b>	<b>2020</b>
<b>Remuneration \$000</b>	<b>FTE Number</b>	<b>FTE Number</b>
100 - 110	1.00	-
110 - 120	1.00	1.00
	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:

	<b>2021 Actual</b>	<b>2020 Actual</b>
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 entered into contract agreements for capital works as follows:

\$714,730 contract for the G:Weathertight Remediation as agent for the Ministry of Education. This project is fully funded by the Ministry and \$91,473 has been received of which \$71,491 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$133,969 contract for the Staffroom Alterations as agent for the Ministry of Education. This project is fully funded by the Ministry and \$118,967 has been received of which \$108,286 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$11,070 contract for the Electrical Works as agent for the Ministry of Education. This project is fully funded by the Ministry and \$7,963 has been received of which \$1,148 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$42,436 contract for the Site: LSPM: Hall Alterations as agent for the Ministry of Education. This project is fully funded by the Ministry and \$32,463 has been received of which \$2,310 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$15,972 contract for the A,B,C,H Roofing as agent for the Ministry of Education. This project is fully funded by the Ministry and \$0 has been received of which \$1,099 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$30,000 contract for the B: Admin Area Works - LSC Alterations as agent for the Ministry of Education. This project is fully funded by the Ministry and \$25,500 has been received of which \$8,626 has been spent on the project to balance date. This project has been approved by the Ministry; and

(Capital commitments as at 31 December 2020:

\$714,730 contract for the G:Weathertight Remediation as agent for the Ministry of Education. This project is fully funded by the Ministry and \$91,473 has been received of which \$22,026 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$164,241 contract for the Staffroom Alterations as agent for the Ministry of Education. This project is fully funded by the Ministry and \$16,424 has been received of which \$4,272 has been spent on the project to balance date. This project has been approved by the Ministry.)

**(b) Operating Commitments**

There are no operating commitments as at 31 December 2021 (Operating commitments at 31 December 2020: nil).

**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	172,358	187,287	224,472
Receivables	131,796	94,503	106,174
Investments - Term Deposits	-	-	-
<b>Total Financial assets measured at amortised cost</b>	<b>304,154</b>	<b>281,790</b>	<b>330,646</b>

**Financial liabilities measured at amortised cost**

Payables	161,660	138,547	148,636
Borrowings - Loans	9,130	27,390	18,260
Finance Leases	16,001	11,726	11,210
Painting Contract Liability	-	11,853	17,232
<b>Total Financial Liabilities Measured at Amortised Cost</b>	<b>186,791</b>	<b>189,516</b>	<b>195,338</b>

**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.

### Increased Remote learning additional costs

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

## Independent Auditor's Report

### To the Readers of Owhata School's Financial Statements

### For the Year Ended 31 December 2021

The Auditor-General is the auditor of Owhata School (the School). The Auditor-General has appointed me, Richard Dey, using the staff and resources of William Buck Audit (NZ) Limited, to carry out the audit of the financial statements of the School on his behalf.

#### Opinion

We have audited the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2021, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2021; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 25 May 2022. This is the date at which our opinion is expressed.

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

#### Basis for our opinion

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

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

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

#### ACCOUNTANTS & ADVISORS

The Collective  
145 Seventeenth Avenue  
Tauranga 3112, New Zealand  
Telephone: +64 7 927 1234  
[williambuck.com](http://williambuck.com)

William Buck Audit (NZ) Limited

## **Responsibilities of the Board for the financial statements**

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

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

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

The Board's responsibilities, 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 school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

We communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arises from the Public Audit Act 2001.

### **Other information**

The Board is responsible for the other information. The other information comprises the information included on page 1 and pages 24 to 37, 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.

A handwritten signature in blue ink that reads 'Richard Dey'.

**Richard Dey**  
**William Buck Audit (NZ) Limited**  
On behalf of the Auditor-General  
Tauranga, New Zealand

## Owhata School

### Members of the Board

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Tony Scott	Presiding Member	Elected	Sep 2022
Robert Stiles	Principal		
Marie Hodge	Parent Representative	Elected	Sep 2022
Jaimee Rankin	Parent Representative	Elected	Sep 2022
Larrisa Ashby	Parent Representative	Elected	Sep 2022
Tania Ngamoki	Parent Representative	Co-opted	Sep 2022
Mary Nicholas	Parent Representative	Elected	Sep 2022
Robyn Hurliman	Staff Representative	Elected	Sep 2022
Hinemoa Ngatai	Other	Appointed	Sep 2022

# **OWHATA SCHOOL**

## **Kiwisport**

For the year ended 31 December 2021

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2019, the school received total Kiwisport funding of \$3,986 (excluding GST). The funding was spent on sporting endeavours.

## Analysis of Variance Report 2021

<b>School Name:</b>	<i>Owhata Primary School</i>	<b>School Number:</b>	<b>1881</b>
<b><i>Reading</i></b>			
<b>Strategic Aim:</b>	<p><i>All students are able to access the New Zealand Curriculum or Te Marautanga o Aotearoa as evidenced by progress and achievement in relation to the National Curriculum.</i></p> <p><i>Maori students are engaged in their learning and are achieving educational success, with pride in their unique identity, language and culture as Maori. Whānau are supporting their children's learning.</i></p>		
<b>Annual Aim:</b>	<p><i>1a) To increase the number of students achieving at or above their curriculum level in Reading.</i></p> <p><i>2a) To increase the number of Maori students achieving at or above their curriculum level in reading.</i></p>		
<b>Target:</b>	<p><i>Our target for reading 2020 is that <u>166 out of 208</u> of students will be achieving at the appropriate curriculum level in reading across the school.</i></p> <p><i>Target 1: is to decrease the number of students achieving at manawa taki in reading by 50% in Okahukura</i></p> <p><i>Target 2: is to decrease the number of students achieving at manawa aki in reading by 50% in Okahukura</i></p> <p><i>At the end of 2020 74.5% of our students were achieving at or above curriculum expectation reading. Our target for 2021 is 80% of students achieving at the appropriate curriculum level in reading across the school</i></p> <ul style="list-style-type: none"> <li><i>• At the end of 2021 we had 65% learners achieving at or above curriculum expectation - Okahukura.</i></li> <li><i>• 162 out of 208 at or above curriculum expectation</i></li> </ul>		

**Baseline Data:**

**The data shows that at the end of year 6:**

5 out of 35 students were working at manawa taki in reading

3 out of 35 students were working at manawa aki in reading

**The data shows that at the end of year 5:**

3 out of 31 students were working at manawa taki in reading

3 out of 31 were working at manawa aki in reading

**The data shows that at the end of year 4:**

6 out of 43 students were working at manawa taki in reading

3 out of 43 students were working at manawa aki in reading

**The data shows that after 3 years at school:**

10 out of 44 students were working at manawa taki in reading

1 out of 44 students was working at manawa aki in reading

**The data shows that after 2 year at school:**

12 out of 46 students were working at manawa taki in reading

**Overall:**

The data shows 36 out of 208 students were working at manawa taki in reading

The data shows 10 out of 208 students were working at manawa aki in reading

This equates to 162 out of 208 students were achieving at or above curriculum expectation

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p><i>Oral language professional learning for all staff</i></p> <p><i>Identified who the chn were working below and formulated an individual pathway which was monitored monthly</i></p> <p><u><i>Interventions:</i></u></p> <ul style="list-style-type: none"> <li>- <i>Ngati Whakaue reading programme</i></li> <li>- <i>Oral language 1:1 listening skills / storytelling</i></li> <li>- <i>RTLB intervention group - Room 9</i></li> <li>- <i>Minilit</i></li> <li>- <i>Multilit</i></li> <li>- <i>Reading Together</i></li> </ul>	<p><i>Target: Not met.- 65% of students were achieving at or above curriculum expectation. We missed the target by 4 students. This was due to trying to incorporate all students into our targets as suggested by ERO. As new students came in we added them to the target group.</i></p>	<p><i>Link to appraisal incorporated our Tataiako indicators. Continued use of good practise, sharing of learning stories at team meetings.</i></p>	<p><i>Consolidation in 2022</i></p> <p><i>Students met targets, there is a need to review use of teaching support staff to work with groups in classrooms.</i></p> <p><i>Covid had a big effect on our outcomes</i></p>

*Planning for next year:*

*Planning for next year: W5 T1- Meeting with target students and their whanau. Home school plan- concrete help/ support/ resourcing for whanau*

## Writing

### **Strategic Aim:**

#### **Strategic Goal 1:**

*All students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the National Curriculum*

#### **Strategic**

#### **Goal 2:**

*Maori students are engaged in their learning and are achieving educational success, with pride in their unique identity, language and culture as Maori. Whānau are supporting their children's learning.*

### **Annual Aim:**

*1a) To increase the number of students achieving at or above the appropriate curriculum level in Writing.*

*2a) To increase the number of Maori students achieving at or above the appropriate curriculum level in Writing.*

### **Target:**

*65 % of our students were achieving at or above curriculum level in writing/tuhituhi. Our goal for 2021 is 75% of students achieving at the appropriate curriculum level in writing/tuhituhi.*

***Target 1:** is to decrease the number of students achieving at manawa taki in writing in Okahukura by 50%*

***Target 2:** is to decrease the number of students achieving at manawa aki in writing in Okahukura by 50%*

***At the end of 2020:** 65 % of our students were achieving at or above NS in writing. Our goal for 2021 is 75% of students achieving at the appropriate curriculum level in writing.*

- At the end of 2021 we had 65% of our learners achieving at or above curriculum expectation. - Okahukura*
- 160 out of 208 at or above curriculum expectation in Okahukura*



*Baseline Data:*

*The data shows that at the end of year 6- 8 students were working at manawa taki in writing*

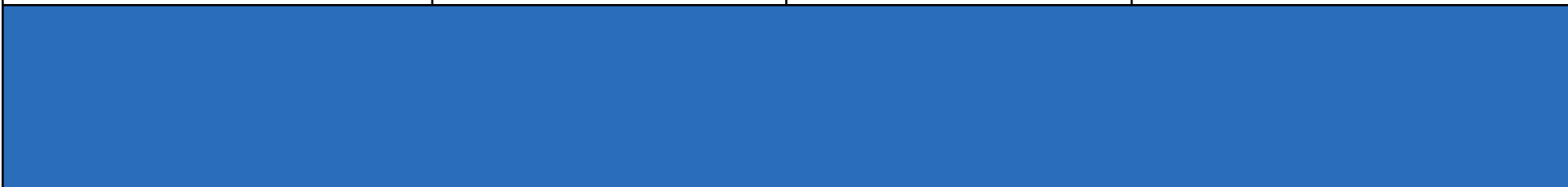
*The data shows that at the end of year 5- 6 students were working at manawa aki in writing*

*The data shows that at the end of year 4-15 students were working at manawa taki in writing*

*The data shows that after 3 years at school- 11 students were working at manawa taki in writing*

*The data shows that after 2 years at school- 12 students were working at manawa taki in writing*

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p><i>Writing progressions  Whole staff participation in Writing PLD in 2018. Leadership team trained in in- class observation. Regular observation and feed back as part of appraisal. Consolidation and Sharing of good practice from 2019</i></p>	<p><i>Target 1: Not met At the end of 2021 we had 65% of our learners achieving at or above curriculum expectation. - Okahukura</i></p>	<p><i>Most significant reason identified by staff for improved student outcomes was observation and appraisal.  Use of differentiation in planning.  Clear targets and next steps shared with Tamariki  Better use of support staff in 2018</i></p>	<p><i>We achieved our target but I think we need to change how we write our targets.  More rigour involved from start of year, we have a huge influx of new students who are below and well below. Not transition tamariki through from NE to year 1 class.  Keep Tamariki as year 0 for at least 5 months  Better use of support staff in 2018  Covid had a big effect on our outcomes</i></p>



*Planning for next year:*

*Planning for next year: W3 T1- Meeting with target students and their whanau. Home school plan- concrete help/ support/ resourcing for whanau*

*:*

## Maths/Pāngarau

### *Strategic Aim:*

*All students are able to access the New Zealand Curriculum or Te Marautanga o Aotearoa as evidenced by progress and achievement in relation to the National Curriculum.*

*Maori students are engaged in their learning and are achieving educational success, with pride in their unique identity, language and culture as Maori. Whānau are supporting their children's learning.*

### *Annual Aim:*

*1a) To increase the number of students achieving at or above their curriculum level in Maths.*

*2a) To increase the number of Maori students achieving at or above their curriculum level in maths.*

### *Target:*

*Target 1: is to decrease the number of students achieving at manawa taki in maths in Okahukura by 50%*

*Target 2: is to decrease the number of students achieving at manawa aki in maths in Okahukura by 50%*

- At the end of 2021 we had 65% of students working at or above the expected curriculum achievement level in maths in Okahukura*
- 170 out of 208 students were working at or above curriculum expectation in maths in Okahukura*

*Baseline Data:*

*The data shows that at the end of year 6- 9 students were working at manawa taki in maths*  
*The data shows that at the end of year 5- 7 students were working at manawa taki in maths*  
*The data shows that at the end of year 4- 7 students were working at manawa taki in maths*  
*The data shows that after 3 years at school- 7 students were working at manawa taki in maths*  
*The data shows that after 2 years at school- 8 students were working at manawa taki in maths*

<b><i>Actions</i></b> <i>What did we do?</i>	<b><i>Outcomes</i></b> <i>What happened?</i>	<b><i>Reasons for the variance</i></b> <i>Why did it happen?</i>	<b><i>Evaluation</i></b> <i>Where to next?</i>
<p><i>RTLB-20 weeks, teacher working with groups. 45 mins 4x a week</i></p>	<p><i>Target : Not met-170 out of 208 or 65 of students were working at or above curriculum expectation in maths</i></p>	<p><i>Intensive withdrawal groups Classroom teachers targeted Stronger analysis/ diagnosis of needs. Core foundation concepts clicked. Got past counting on</i></p>	<p><i>Home School plan to implement in 2022TJ's need to have the best fit to be able to measure progress with WB band Huge progress made by students, really successful programme</i></p>

*Planning for next year:*

*W5 T1- Meeting with target students and their whanau. Home school plan- concrete help/ support/ resourcing for whanau*