

TAMAKI SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

Ministry Number: 1526

Principal: Colin Dale

School Address: 11A Alamein Road, Panmure, Auckland 1072

School Postal Address: PO Box 14115 Panmure

School Phone: 527 6345

School Email: office@tamakiprimary.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expired/ Expires
Crusoe Utanga	Chairperson	Co opted June 2019	May 2022
Rhonda Kelly	Principal	Ex Officio	Resigned September 2020
Lou Reddy	Acting Principal	Ex Officio	Resigned September 2020
Colin Dale	Principal	Ex Officio	January 2021
Maurice Waetford	Parent Rep	Co opted June 2019	May 2022
Mariana Kaitai	Staff Rep	Elected June 2019	May 2022
Randolph Neueli	Parent Rep	Elected June 2019	May 2022
Kamaka Tarawa	Parent Rep	Co opted June 2019	May 2022
Lisi Uasi	Parent Rep	Elected June 2019	May 2022
Simone Pakieto	Parent Rep	Elected June 2019	May 2022
Catherine Holden	Parent Rep	Co-opted June 2019	May 2022
Tara Moala	Parent Rep	Elected June 2019	May 2022

Accountant / Service Provider:
Christine Dumper - Money Monitors

TAMAKI SCHOOL

Annual Report - For the year ended 31 December 2020

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Tamaki School

Statement of Responsibility

For the year ended 31 December 2020

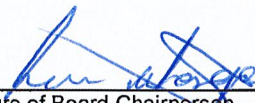
The Board of Trustees accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2020 fairly reflects the financial position and operations of the school.

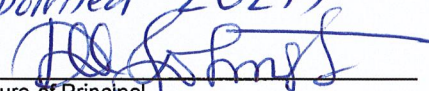
The School's 2020 financial statements are authorised for issue by the Board.

Chusoe utanga
Full Name of Board Chairperson


Signature of Board Chairperson

31/05/2021
Date:

Dr. Deanna Johnston
Full Name of Principal

(appointed 2021)

Signature of Principal

31/05/2021
Date:

Tamaki School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

		2020	2020	2019
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	2,565,134	2,459,021	2,324,915
Locally Raised Funds	3	102,364	78,845	87,005
Interest income		12,726	11,380	14,661
		<u>2,680,224</u>	<u>2,549,246</u>	<u>2,426,581</u>
Expenses				
Locally Raised Funds	3	33,541	26,845	29,309
Learning Resources	4	1,624,653	1,532,506	1,457,027
Administration	5	168,465	160,561	153,392
Finance		1,538	1,506	1,661
Property	6	732,903	758,216	759,498
Depreciation	7	60,177	65,000	59,001
Loss on Disposal of Property, Plant and Equipment		1,904	-	1,100
		<u>2,623,181</u>	<u>2,544,634</u>	<u>2,460,988</u>
Net Surplus / (Deficit) for the year		57,043	4,612	(34,407)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>57,043</u>	<u>4,612</u>	<u>(34,407)</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.

Tamaki School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

		2020	2020	2019
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	3,016,451	2,459,021	2,324,915
Locally Raised Funds	3	102,364	78,845	87,005
Interest income		12,726	11,380	14,661
		<u>3,131,541</u>	<u>2,549,246</u>	<u>2,426,581</u>
Expenses				
Locally Raised Funds	3	33,541	26,845	29,309
Learning Resources	4	1,624,653	1,532,506	1,457,027
Administration	5	168,465	160,561	153,392
Finance		1,538	1,506	1,661
Property	6	1,184,220	758,216	759,498
Depreciation	7	60,177	65,000	59,001
Loss on Disposal of Property, Plant and Equipment		1,904	-	1,100
		<u>3,074,498</u>	<u>2,544,634</u>	<u>2,460,988</u>
Net Surplus / (Deficit) for the year		57,043	4,612	(34,407)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>57,043</u></u>	<u><u>4,612</u></u>	<u><u>(34,407)</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.

Tamaki School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2020

	Notes	Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
Balance at 1 January		591,891	591,891	622,303
Total comprehensive revenue and expense for the year		57,043	4,612	(34,407)
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	3,995
Equity at 31 December	22	648,934	596,503	591,891
Retained Earnings		648,934	596,503	591,891
Reserves		-	-	-
Equity at 31 December		648,934	596,503	591,891

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.

Tamaki School
Statement of Financial Position
As at 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
Current Assets				
Cash and Cash Equivalents	8	77,842	146,305	186,702
Accounts Receivable	9	71,866	77,068	77,068
GST Receivable		6,372	6,935	6,935
Prepayments		9,841	3,397	3,396
Inventories	10	8,097	9,323	9,323
Investments	11	547,920	461,427	361,427
		<u>721,938</u>	<u>704,455</u>	<u>644,851</u>
Current Liabilities				
Accounts Payable	13	162,136	154,480	154,319
Revenue Received in Advance	14	12,809		
Provision for Cyclical Maintenance	15	47,100		
Finance Lease Liability - Current Portion	16	8,082	9,327	9,327
		<u>230,127</u>	<u>163,807</u>	<u>163,646</u>
Working Capital Surplus/(Deficit)		<u>491,811</u>	<u>540,648</u>	<u>481,205</u>
Non-current Assets				
Property, Plant and Equipment	12	<u>161,940</u>	<u>141,787</u>	<u>181,982</u>
		<u>161,940</u>	<u>141,787</u>	<u>181,982</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	-	75,692	61,056
Finance Lease Liability	16	4,817	10,240	10,240
		<u>4,817</u>	<u>85,932</u>	<u>71,296</u>
Net Assets		<u>648,934</u>	<u>596,503</u>	<u>591,891</u>
Equity	22	<u>648,934</u>	<u>596,503</u>	<u>591,891</u>

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

Tamaki School
Statement of Cash Flows
For the year ended 31 December 2020

		2020	2020	2019
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		791,123	636,382	611,699
Locally Raised Funds		102,176	78,845	32,200
Goods and Services Tax (net)		563	-	(2,856)
Funds Administered on Behalf of Third Parties		-	-	-
Payments to Employees		(512,598)	(385,144)	(291,990)
Payments to Suppliers		(275,463)	(255,549)	(258,746)
Interest Paid		(1,538)	(1,506)	(1,661)
Interest Received		12,036	11,380	14,661
Net cash from Operating Activities		116,299	84,408	103,307
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		-	-	-
Purchase of PPE (and Intangibles)		(29,237)	(24,805)	(25,568)
Purchase of Investments		(186,493)	(100,000)	(11,427)
Net cash from Investing Activities		(215,730)	(124,805)	(36,995)
			-	-
Furniture and Equipment Grant			-	3,995
Finance Lease Payments		(9,429)	-	(9,939)
Net cash from Financing Activities		(9,429)	-	(5,944)
Net increase/(decrease) in cash and cash equivalents		(108,860)	(40,397)	60,368
Cash and cash equivalents at the beginning of the year	8	186,702	186,702	126,334
Cash and cash equivalents at the end of the year	8	77,842	146,305	186,702

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

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

Tamaki School

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2020 to 31 December 2020 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical Maintenance

A school recognises the obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan, which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised.

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

c) Revenue Recognition

Government Grants

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

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

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

Other 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) Use of Land and Buildings Expense

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

Inventories are consumable items held for sale and comprise of 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.

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

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

Finance Leases

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

Depreciation

Property, plant and equipment except for library resources 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 to Crown Owned Assets	20 years
Furniture and equipment	5 - 10 years
Information and communication technology	3 - 5 years
Leased assets held under a Finance Lease	3 - 5 years
Library resources	12.5% Diminishing value

k) 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.

l) Accounts Payable

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

m) Employee Entitlements***Short-term employee entitlements***

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay.

These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date.

n) Revenue Received in Advance

Revenue received in advance relates income received from grants and donations where there are unfulfilled obligations for the school to provide services, or purchase resources, in the future. The income is recorded as revenue as the obligations are fulfilled.

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

o) Provision for Cyclical Maintenance

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

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

p) 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.

q) 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.

r) Budget Figures

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

s) 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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operational Grants	630,284	564,121	538,762
Teachers' Salaries Grants	1,197,894	1,185,000	1,129,002
Use of Land and Buildings Grants	582,345	582,400	582,345
Other MoE Grants	154,611	127,500	74,806
	<u>2,565,134</u>	<u>2,459,021</u>	<u>2,324,915</u>

The school has opted into the donations scheme for this year. Total amount received was \$34,500

Other MOE grants total includes additional COVID-19 funding totalling \$12,771

3. Locally Raised Funds

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue			
Donations	31,146	45,000	39,066
Activities	18,047	3,945	9,611
Trading	32,138	29,900	28,751
Fundraising	1,709	-	3,062
Other Revenue	19,324	-	6,515
	<u>102,364</u>	<u>78,845</u>	<u>87,005</u>
Expenses			
Activities	10,773	9,345	10,449
Trading	21,963	17,500	17,007
Fundraising (Costs of Raising Funds)	805	-	1,853
	<u>33,541</u>	<u>26,845</u>	<u>29,309</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>68,823</u>	<u>52,000</u>	<u>57,696</u>

4. Learning Resources

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Curricular	92,459	84,562	62,079
Information and Communication Technology	20,288	19,386	19,948
Library Resources	992	1,065	1,476
Employee Benefits - Salaries	1,508,802	1,418,993	1,368,708
Staff Development	2,112	8,500	4,816
	<u>1,624,653</u>	<u>1,532,506</u>	<u>1,457,027</u>

5. Administration

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Audit Fee	6,510	6,510	6,350
Board of Trustees Fees	4,840	4,635	4,675
Board of Trustees Expenses	10,386	6,550	10,285
Communication	4,486	4,800	4,821
Consumables	8,679	9,000	9,580
Other	10,009	10,995	10,681
Employee Benefits - Salaries	104,999	99,886	88,769
Insurance	2,489	2,118	2,164
Service Providers, Contractors and Consultancy	16,067	16,067	16,067
	<u>168,465</u>	<u>160,561</u>	<u>153,392</u>

6. Property

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Caretaking and Cleaning Consumables	11,137	10,800	11,818
Cyclical Maintenance Provision	(13,956)	14,636	14,636
Grounds	8,980	9,000	18,239
Heat, Light and Water	15,951	19,500	19,471
Repairs and Maintenance	17,080	12,376	18,104
Use of Land and Buildings	582,345	582,400	582,345
Security	2,464	3,000	5,994
Employee Benefits - Salaries	108,902	106,504	88,891
	<u>732,903</u>	<u>758,216</u>	<u>759,498</u>

The use of land and buildings figure represents 8% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Depreciation

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Building Improvements	4,531	4,600	4,598
Furniture and Equipment	16,346	19,500	16,680
Information and Communication Technology	27,784	29,200	26,142
Leased Assets	9,822	10,000	9,841
Library Resources	1,694	1,700	1,740
	<u>60,177</u>	<u>65,000</u>	<u>59,001</u>

8. Cash and Cash Equivalents

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash on Hand	200	200	200
Bank Current Account	66,788	135,258	175,655
Bank Call Account	10,854	10,847	10,847
Cash and cash equivalents for Cash Flow Statement	<u>77,842</u>	<u>146,305</u>	<u>186,702</u>

9. Accounts Receivable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Receivables	1,152	4,422	4,422
Interest Receivable	3,199	2,509	2,509
Teacher Salaries Grant Receivable	67,515	70,137	70,137
	<u>71,866</u>	<u>77,068</u>	<u>77,068</u>
Receivables from Exchange Transactions	4,351	6,931	6,931
Receivables from Non-Exchange Transactions	67,515	70,137	70,137
	<u>71,866</u>	<u>77,068</u>	<u>77,068</u>

10. Inventories

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Stationery	778	743	743
School Uniforms	7,319	8,580	8,580
	<u>8,097</u>	<u>9,323</u>	<u>9,323</u>

11. Investments

The School's investment activities are classified as follows:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Asset			
Short-term Bank Deposits	547,920	461,427	361,427
Total Investments	<u>547,920</u>	<u>461,427</u>	<u>361,427</u>

12. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2020						
Building Improvements	16,612	-	-	-	(4,531)	12,081
Furniture and Equipment	75,248	14,565	-	-	(16,346)	73,467
Information and Communication	59,425	23,350	(1,904)	-	(27,784)	53,087
Leased Assets	18,510	2,761	-	-	(9,822)	11,449
Library Resources	12,187	1,363	-	-	(1,694)	11,856
Balance at 31 December 2020	<u>181,982</u>	<u>42,039</u>	<u>(1,904)</u>	<u>-</u>	<u>(60,177)</u>	<u>161,940</u>

The net carrying value of equipment held under a finance lease is \$11,449 (2019: \$18,510)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2020	\$	\$	\$
Building Improvements	99,776	(87,694)	12,082
Furniture and Equipment	381,405	(307,938)	73,467
Information and Communication	310,244	(257,158)	53,086
Leased Assets	50,958	(39,509)	11,449
Library Resources	46,240	(34,384)	11,856
Balance at 31 December 2020	888,623	(726,683)	161,940

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Building Improvements	21,210	-	-	-	(4,598)	16,612
Furniture and Equipment	84,966	6,961	-	-	(16,680)	75,247
Information and Communication	63,975	21,593	-	-	(26,142)	59,426
Leased Assets	15,192	13,159	-	-	(9,841)	18,510
Library Resources	14,739	288	(1,100)	-	(1,740)	12,187
Balance at 31 December 2019	200,082	42,001	(1,100)	-	(59,001)	181,982

The net carrying value of equipment held under a finance lease is \$18,510 (2018: \$15,192)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Building Improvements	99,776	(83,164)	16,612
Furniture and Equipment	366,839	(291,591)	75,248
Information and Communication Technology	294,045	(234,620)	59,425
Leased Assets	48,197	(29,687)	18,510
Library Resources	44,877	(32,690)	12,187
Balance at 31 December 2019	853,734	(671,752)	181,982

13. Accounts Payable

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
	\$	\$	\$
Operating Creditors	17,307	18,415	18,415
Accruals	61,749	7,335	7,174
Banking Staffing Overuse	4,327	55,239	55,239
Employee Entitlements - Salaries	73,442	70,747	70,747
Employee Entitlements - Leave Accrual	5,311	2,744	2,744
	162,136	154,480	154,319
Payables for Exchange Transactions	162,136	154,480	154,319
	162,136	154,480	154,319

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Grant in Advance - Ministry of Education	8,130	-	-
Other	4,679	-	-
	<u>12,809</u>	<u>-</u>	<u>-</u>

15. Provision for Cyclical Maintenance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Provision at the Start of the Year	61,056	61,056	46,420
Increase/ (decrease) to the Provision During the Year	(13,956)	14,636	14,636
Provision at the End of the Year	<u>47,100</u>	<u>75,692</u>	<u>61,056</u>
Cyclical Maintenance - Current	47,100	-	-
Cyclical Maintenance - Term	-	75,692	61,056
	<u>47,100</u>	<u>75,692</u>	<u>61,056</u>

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:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
No Later than One Year	8,964	9,326	10,832
Later than One Year and no Later than Five Years	5,116	4,817	11,037
	<u>14,080</u>	<u>14,143</u>	<u>21,869</u>

17. Related Party Transactions

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

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

18. Remuneration

Key management personnel compensation

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

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	4,840	4,675
Full-time equivalent members	0.09	0.07
<i>Leadership Team</i>		
Remuneration	331,043	228,120
Full-time equivalent members	2	2
Total key management personnel remuneration	335,883	232,795
Total full-time equivalent personnel	2.09	2.07

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

Principal 1

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

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	120 - 130	130 - 140
Benefits and Other Emoluments	-	-

Principal 2

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

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	70-80	0
Benefits and Other Emoluments	-	-

Other Employees

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

Remuneration \$000	2020 FTE Number	2019 FTE Number
100 - 110	1	-
110 - 120	1	-
	2	-

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

19. Compensation and Other Benefits Upon Leaving

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

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

20. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

To the extent that any obligation cannot reasonably be quantified at 31 December 2020, a contingent liability for the school may exist.

21. Commitments

(a) Capital Commitments

As at 31 December 2020 the Board has entered into no contract agreements for capital works for 2021.
(Capital commitments at 31 December 2019: nil)

(b) Operating Commitments

As at 31 December 2020 the Board no operating commitments.
(Operating commitments as at 31 December 2019: nil)

22. Managing Capital

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

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash and Cash Equivalents	77,842	146,305	186,702
Receivables	71,866	77,068	77,068
Investments - Term Deposits	547,920	461,427	361,427
Total Financial assets measured at amortised cost	697,628	684,800	625,197

Financial liabilities measured at amortised cost

Payables	162,136	154,480	154,319
Finance Leases	12,899	19,567	19,567
Total Financial Liabilities Measured at Amortised Cost	175,035	174,047	173,886

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.

Independent Auditor's Report

To the readers of Tāmaki School's Financial statements For the year ended 31 December 2020

The Auditor-General is the auditor of Tāmaki School (the School). The Auditor-General has appointed me, Jason Stinchcombe, using the staff and resources of RSM Hayes Audit, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 18, that comprise the statement of financial position as at 31 December 2020, 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 2020; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 2 June 2021. This is the date at which our opinion is expressed.

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

Basis of opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information includes the statement of responsibility, board member list, analysis of variance and kiwisport report but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



Jason Stinchcombe
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand

2020 Analysis of Variance

Written by 2020 Relieving Principal Colin Dale

Unprecedented Year:

2020 was a most unusual year. For Tamaki Primary, not only was the covid virus a major challenge but the leadership team at this school was decimated.

Covid: The 'days at school' were decreased as a result of a national lockdown reducing face to face learning time significantly. Two lockdowns were experienced. Tamaki Primary was affected by the fact that a significant number of families in spite of being given devices chose not to participate regularly in the learning that was provided by the staff.

Leadership: Whaia Rhonda Kelly, the principal of the school, became seriously ill and was advised to take leave resulting in medical retirement from term 4. Lou Reddy was appointed 'Acting Principal' from March but accept an appointment as principal of Wesley Primary from July. Archana Sharma, who was the Acting Deputy Principal, from March was then appointed permanent Deputy Principal from July. The Board of Trustees invited Colin Dale, a retired principal, to be Relieving Principal, from July until the end of year.

In October the Board of Trustees appointed Dr Deanna Johnston as the new Principal of Tamaki Primary from January 2021.

Staffing:

Tamaki Primary enjoyed very stable staffing during 2020. At the beginning of the year Alicia Langston, Gabrielle Shin, and Punehu Wilson were appointed to positions and from the end of March Emmy Grady joined the staff to cover the leadership staff moving to replace staff in that team.

A number of teacher aides were contracted to work with children who, as a result of the effect of covid impacting on children, each for varying times.

Interventions:

The relieving principal has appointed a number of staff to help facilitate the management of the social and academic effects of the covid pandemic on the community, the school and on individuals. The teaching of te reo became an intention as well as teaching accelerated programmes, especially in reading, to help the lack of progress some children made because of their lack of or spasmodic attendance.

Strategic Goals – 2020

- 1 To increase the average attendance rate across the school from 84% to 90%**
This was not achieved. Covid 19 challenged attendance after lockdown and impacted hugely on the attendance of our tamariki at school as school was closed for considerable lengths of time.
- 2 To continue to develop and nurture student development and whanau – school engagement.**
This was achieved but not in the way that was planned. The communication with homes through 'zoom' and the development of the Maori whanau has made a difference to whanau engagement and to some families through on-line learning. Every family were given a device and had the opportunity to connect with the school and their teacher

throughout lockdown. We are starting a Tongan Bi-Lingual class next year to increase the whanau commitment to the learning of our tamariki.

3 To further develop and embed the use of student and learner voice.

Considerable progress was made on this strategic target. Every year eight student was given a leadership position after the second lockdown and some year seven students retained their monitor positions. The next step is to create more time for the leadership voice to be heard at meetings. Learners have begun to understand their expectations and learning progressions – this is at early stages of development. Our Maori whanau has developed strategic points of progress this year.

Achievement Targets – 2020

Achievement targets for 2020 are derived from the needs of our own school and informed by the targets identified within our Kāhui Ako– Manaiakalani.

CoL Achievement Targets

1. Raise **Māori student achievement** through the development of cultural visibility and responsive practices across the pathway as measured against National Standards and agreed targets for reading Years 1-10 and NCEA years 11-13
This has been achieved. The development of the kapahaka group to be one of regional significance is a cause for celebration. The responsive practices continue to develop complementing our mainstream development of tikanga Maori. The use of karakia, waiata, and advanced tikanga in all classrooms along with the use of everyday basic Maori from many of our staff enhances this aspiration.
2. Lift the achievement for **boys' writing** Years 1-10
This has not been achieved. As a school we felt that home teaching and learning would be easier based on reading and so this goal was suspended due to covid.
3. Increase the achievement of **Years 7-10 learners** in reading, writing and maths, as measured against National Standards and agreed targets.
Refer to Tamaki School Achievements
4. Improve the achievement of students with additional needs in the learning areas of English/key competency **using language symbols and texts.**
Due to covid 19 this goal has been difficult to intentionally implement and evaluate.

Tāmaki Primary School Achievement Targets

Māori & Pasifika Below Expectation for Reading

Target 1. Increase the number of Māori students in Year 6 2020 working at Level 3 of the NZC from 30% - to 75% by the end of this year.

Target 2. Increase the number of Pasifika students in Year 6 2020 working at Level 3 of the NZC from 28% to 75%

We will do this by:

All teachers with Year 6 students adding this target into their Teacher Appraisal Goals – through Team Inquiry Goal Setting - Year 5 students as a special focus for accelerating shifts.

All teachers reviewing the use of our Digital “Learn, Create, Share” Cycle in all classrooms, and provide SLT observations, coaching and modelling on the effective use of this cycle online as we schools will be closed due to the COVID19 - closures.

SMT participating in the Manaiaakalani Cluster activities with Auckland University Researchers strengthening our administering and analysis of the E-AsTTle Writing tool

SMT participating in the Manaiaakalani Cluster Moderation of Writing across the Kahui Ako.

Strengthening classroom learning and teaching of Writing through active and responsive participation in the coaching model and identified actions and strategies that make shifts and accelerate learning

Developing an “Ako” focussed guidance and coaching programme for teaching staff within small teaching teams

Participating in Kahui Ako Professional Learning focussing on Oral Language.

Creating and implementing a culturally responsive, intensive oral language acquisition programme across the Junior School that is responsive to the move from classroom based practice to remote digital based teaching and learning.

Participate in the ENGAGE Programme to develop students’ self-regulation skills (emotional, behavioural and cognitive skills).

Support students with extension literacy programmes including STEPS to literacy, Quick60 and Fitzroy for learners identified by SENCO

Many aspects of how we planned to meet our targets were compromised by the covid 19 pandemic. We found that we needed to change our plans to meet the needs of our community. Aspects of the above criteria and methodology have been successful but the lack of consistency due to so many days of trauma has seriously impacted on any credible focused results.

Māori Students Below Expectation for Mathematics

Target 3. Increase the number of Māori students in Year 5 2020, who are achieving at Level Two of the NZC for Mathematics from 9 students in 2019 (as Year 4s) to 10 students (as Year 5s in 2020).

At the end of 2019 there was a strong achievement of 91 percent of Year 4 Maori students who attained at beginning Level 2 of the NZC for mathematics (10 total students).

That is an increase of 56% and meets the target set at the start of the 2019. Keeping in mind that the target was for 9 students (as Year 4s in 2019) who are Maori to achieve at Beginning level 2 so we have achieved this target. One of the main reasons for this shift is the focus on DMIC with teacher PLD and the need for new teachers to quickly be trained in this PLD.

We will do this by:

Continue provision of DMIC in the classroom as the data shows that Maths is showing accelerated progress as well as the same students (cohort) will be year 6 this year and in their 3rd year of DMIC implementation and support students regularly with the teaching of numeracy skills.

New staff will be attending Workshop 1 and 2 as we are currently into our third year of implemented with our PLD contract with Massey university

Review assessment strategies and next steps within e-asttle software

Apply the learning from PLD facilitators like Matua Bruce who is working with the Bilingual unit to incorporate strategies used in the Maori Curriculum and together we will be reviewing the assessment techniques used within DMIC. The Te Puna Wairua team leader and middle school syndicate leader has been working with Te Iwi Ngaro as part of the change team to create a better framework of assessments for the unit.

In association with Massey University designing formative assessments that measure the effectiveness of the DMIC programme

Sharing of internal expertise at staff meetings – strategies/tasks such as SPRING into Maths.

This development contract has continued, and the pedagogy observed in classrooms has reflected the tools needed for students to raise their achievement. The observations in Te Puna Wairua are very positive reflecting a developmental based problem-solving strategy focused mathematics programme. The contract with DIMIC has been exemplary.

Annual Improvement Plan 2020

Due to Covid 19 and the change in leadership this plan was abandoned so will not be assessed or evaluated.

Goal 1 Student Learning	Target	Action Required	Personnel	Budget	Progress to Date
1a. To develop the expectation that our school will have high quality teaching and learning programmes in every class on a <u>daily</u> basis	Teaching and learning programmes reflect a high quality delivery of the curriculum in a consistent manner each and <u>every</u> day. A consistency of pedagogy is evident across all classes	Align school wide planning, assessment, Teacher Inquiry as Appraisal and reporting to provide evidence of quality teaching and learning programmes through shifts and acceleration in student achievement. All members of teaching staff to take an active part in PLD to improve their practice – DMIC & Incredible Years Training, ENGAGE, Intensive oral	BOT SLT Classroom Teachers Parents	Teacher Appraisal & Prof Dev	

		language acquisition programme, PELP.			
1b. To develop and implement systems of moderation for OTJs in Reading, Maths	Teachers will be effective and confident in the use of OTJs in planning and reporting. Teachers will be able to identify the SPECIFIC learning needs for special needs students. There will be consistency of OTJ use across the school and the Kāhui Ako.	Provide for indepth data discussions that allow for professional dialogue in all areas of the curriculum. Schedule meetings for data discussions to analyse students' specific learning needs and develop OTJ consistency across the school & Manaiakalani	SLT Classroom Teachers CoL Team	Prof Devt As needs arise	
1c. To use robust achievement data & information to make informed decisions about children's learning	Assessment for learning & summative data is highly visible and informs next steps planning for teachers & students. Individual students' needs catered for.	Student achievement data will be visible to students and whanau Teachers will use focused feedback and feed forward discussions to improve student learning levels. Team Meeting discussions will focus on improved practice, student achievement and acceleration of progress.	SLT Classroom Teachers	N/A	
1d. To report to whanau, the progress and achievement of their children.	The school assessment & reporting cycles are aligned with the 3-way Goal setting conferences &	Continue to consult & improve the reporting to parents process. Consultation (BOT/Community) regarding our	BOT Community SMT	Community Engagement	

	<p>written reporting to parents.</p> <p>Parents have real clarity around their children's achievement & learning goals.</p>	written reporting format in view of the changes to reporting requirements.			
1e. To research and plan collaboratively with MOE, teachers and whanau for a Reo Rua classroom at Tāmaki in 2020.	To have an agreed outline and plan for a sustainable Tāmaki Reo Rua.	<p>Develop a Tāmaki Curriculum.</p> <p>Identification of pedagogy.</p> <p>Identify and develop a language acquisition framework for Tāmaki</p> <p>Set up and develop a "guiding coalition/change team)</p> <p>Access support around assessment and planning</p> <p>Create a strategic plan that includes financials</p>	<p>Principal & Kaiako</p> <p>Change Team</p> <p>Principal & Kaiako</p> <p>MOE/SAF</p>	MOE & School	

Goal 2 Attendance	Target	Action Required	Personnel	Budget	Progress to Date
2a. To develop strategies to remove	Increase attendance rates across the school to 90% plus –	Home School Partnership – Share attendance data.	<p>BOT</p> <p>SLT</p>	HSP	<p>Plan has been developed</p> <p>LINK</p>

<p>barriers to regular school attendance.</p> <ul style="list-style-type: none"> • Average attendance rate across the school is at 88%. • Mondays and Fridays are the most significant days for absence. 	<p>with a special focus on Mondays and Fridays.</p>	<p>Attendance rewards and recognition.</p> <p>The school has developed an effective relationship with ACES - truancy.</p> <p>Teachers and office staff make contact with parents regarding attendance concerns.</p> <p>Individual teachers have set classroom goals for attendance.</p> <p>A whole school reward system has been put in place for high attending classrooms.</p> <p>Attendance is closely monitored and reported to the BOT.</p>	<p>Classroom Teachers</p> <p>Parents</p>		
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Annual Improvement Plan 2021

Tamaki School

Report on Kiwisport Funding For the year ending 31 December 2020

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2020 the school received total Kiwisport funding of \$3,109 included in the operational grant. The annual cluster contribution was \$2,990. The remaining \$119 was spent on various sporting equipment.