



# ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

Ministry Number: 1526

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# TÁMAKI PRIMARY SCHOOL

Annual Report - For the year ended 31 December 2021

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# Támaki Primary School

## Statement of Responsibility

For the year ended 31 December 2021

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

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

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

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

Kamata H Tarawa

Full Name of Presiding Member

[Signature]  
Signature of Presiding Member

Date:

21/03/2023

Dr Deanna Johnston

Full Name of Principal

[Signature]  
Signature of Principal

Date:

21/03/2023

## Támaki Primary School

### Members of the Board of Trustees

For the year ended 31 December 2021

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expires</b>
Crusoe Utanga	Presiding Member	Co-opted June 2019	May 2022
Dr Deanna Johnston	Principal	Ex Officio	May 2022
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

## Támaki Primary 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	2,861,247	718,006	2,565,134
Locally Raised Funds	3	59,397	48,278	102,364
Interest Income		6,098	5,780	12,726
		<u>2,926,742</u>	<u>772,064</u>	<u>2,680,224</u>
<b>Expenses</b>				
Locally Raised Funds	3	28,718	29,800	33,541
Learning Resources	4	1,567,681	333,136	1,624,653
Administration	5	178,856	181,375	168,465
Finance		1,787	1,900	1,538
Property	6	891,348	157,129	732,903
Depreciation	11	64,968	65,000	60,177
		<u>2,733,358</u>	<u>768,340</u>	<u>2,623,181</u>
<b>Net Surplus / (Deficit) for the year</b>		193,384	3,724	57,043
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u>193,384</u>	<u>3,724</u>	<u>57,043</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.

## Támaki Primary 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>		648,934	648,934	591,891
Total comprehensive revenue and expense for the year		193,384	3,724	57,043
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		7,379	-	-
<b>Equity at 31 December</b>		849,697	652,658	648,934
Retained Earnings		849,697	652,658	648,934
Reserves		-	-	-
<b>Equity at 31 December</b>		849,697	652,658	648,934

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.

# Támaki Primary School

## Statement of Financial Position

As at 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	255,457	59,048	77,842
Accounts Receivable	8	100,904	71,866	71,866
Prepayments		2,393	9,841	9,841
Inventories	9	8,693	8,097	8,097
Investments	10	554,231	547,920	547,920
		<u>921,678</u>	<u>696,772</u>	<u>715,566</u>
<b>Current Liabilities</b>				
GST Payable		28	(6,372)	(6,372)
Accounts Payable	12	155,012	157,809	162,136
Revenue Received in Advance	13	11,172	-	12,809
Provision for Cyclical Maintenance	14	27,546	47,100	47,100
Finance Lease Liability	15	7,337	4,746	8,082
Funds held for Capital Works Projects	16	51,605	-	-
		<u>252,700</u>	<u>203,283</u>	<u>223,755</u>
<b>Working Capital Surplus/(Deficit)</b>		668,978	493,489	491,811
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	193,423	159,240	161,940
		<u>193,423</u>	<u>159,240</u>	<u>161,940</u>
<b>Non-current Liabilities</b>				
Finance Lease Liability	15	12,704	71	4,817
		<u>12,704</u>	<u>71</u>	<u>4,817</u>
<b>Net Assets</b>		<u>849,697</u>	<u>652,658</u>	<u>648,934</u>
<b>Equity</b>		<u>849,697</u>	<u>652,658</u>	<u>648,934</u>

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

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

	Note	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		906,576	593,887	791,123
Locally Raised Funds		56,535	51,548	102,176
Goods and Services Tax (net)		6,400	563	563
Payments to Employees		(491,644)	(413,457)	(512,598)
Payments to Suppliers		(262,505)	(184,911)	(275,463)
Interest Paid		(1,787)	(1,900)	(1,538)
Interest Received		676	5,090	12,036
Net cash from/(to) Operating Activities		214,251	50,820	116,299
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(78,579)	(60,768)	(29,237)
Purchase of Investments		(6,311)	(86,493)	(186,493)
Net cash from/(to) Investing Activities		(84,890)	(147,261)	(215,730)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		7,379	-	
Finance Lease Payments		(10,730)	9,184	(9,429)
Funds Administered on Behalf of Third Parties		51,605	-	
Net cash from/(to) Financing Activities		48,254	9,184	(9,429)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>177,615</b>	<b>(87,257)</b>	<b>(108,860)</b>
Cash and cash equivalents at the beginning of the year	7	77,842	146,305	186,702
<b>Cash and cash equivalents at the end of the year</b>	7	<b>255,457</b>	<b>59,048</b>	<b>77,842</b>

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.

# Tāmaki Primary School

## Notes to the Financial Statements

### For the year ended 31 December 2021

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

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

##### b) Basis of Preparation

###### *Reporting Period*

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

###### *Basis of Preparation*

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

###### *Financial Reporting Standards Applied*

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

###### *PBE Accounting Standards Reduced Disclosure Regime*

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

###### *Measurement Base*

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

###### *Presentation Currency*

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

###### *Specific Accounting Policies*

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

###### *Critical Accounting Estimates And Assumptions*

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

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

###### *Cyclical maintenance*

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

###### *Useful lives of property, plant and equipment*

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

###### *Critical Judgements in applying accounting policies*

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

###### *Classification of leases*

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

#### *Recognition of grants*

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

#### **c) Revenue Recognition**

##### **Government Grants**

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

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

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

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

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

##### **Other Grants**

Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

##### **Donations, Gifts and Bequests**

Donations, gifts and bequests are recorded as revenue when their receipt is formally acknowledged by the School.

##### **Interest Revenue**

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

#### **d) 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.

#### **e) 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.

#### **f) 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.

#### **g) 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.

#### **h) 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.

**i) 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 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	Term of Lease
Library resources	12.5% Diminishing value

**j) 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.

**k) 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.

**l) 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

**m) Revenue Received in Advance**

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

**n) 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.

**o) 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.

**p) 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.

**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.

**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

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Operational Grants	652,990	627,861	630,284
Teachers' Salaries Grants	1,201,205	-	1,197,894
Use of Land and Buildings Grants	751,516	-	582,345
Other MoE Grants	255,536	90,145	154,611
	<u>2,861,247</u>	<u>718,006</u>	<u>2,565,134</u>

The school has opted in to the donations scheme for this year. Total amount received was \$33,150.

## 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	13,858	14,000	31,146
Fees for Extra Curricular Activities	200	-	18,047
Trading	29,842	29,600	32,138
Fundraising & Community Grants	15,497	4,678	21,033
	<u>59,397</u>	<u>48,278</u>	<u>102,364</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	3,592	6,500	10,773
Trading	21,947	18,300	21,963
Fundraising and Community Grant Costs	3,179	5,000	805
	<u>28,718</u>	<u>29,800</u>	<u>33,541</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>30,679</u>	<u>18,478</u>	<u>68,823</u>

## 4. Learning Resources

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Curricular	93,620	71,588	92,459
Information and Communication Technology	18,257	19,410	20,288
Library Resources	1,203	942	992
Employee Benefits - Salaries	1,440,792	229,196	1,508,802
Staff Development	13,809	12,000	2,112
	<u>1,567,681</u>	<u>333,136</u>	<u>1,624,653</u>

## 5. Administration

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Audit Fee	8,190	7,000	6,510
Board Fees	3,570	4,635	4,840
Board Expenses	6,426	7,870	10,386
Communication	5,267	6,730	4,486
Consumables	7,375	9,000	8,679
Other	12,045	11,665	10,009
Employee Benefits - Salaries	111,221	115,523	104,999
Insurance	2,082	2,082	2,489
Service Providers, Contractors and Consultancy	22,680	16,870	16,067
	<u>178,856</u>	<u>181,375</u>	<u>168,465</u>

## 6. Property

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	42,109	40,759	11,137
Cyclical Maintenance Provision	-	-	(13,956)
Grounds	6,149	7,500	8,980
Heat, Light and Water	17,349	16,000	15,951
Repairs and Maintenance	14,307	13,248	17,080
Use of Land and Buildings	751,516	-	582,345
Security	3,859	3,000	2,464
Employee Benefits - Salaries	56,059	76,622	108,902
	<u>891,348</u>	<u>157,129</u>	<u>732,903</u>

The use of land and buildings figure represents 5% (2020: 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. Cash and Cash Equivalents

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Bank Accounts	255,457	59,048	77,842
Cash and cash equivalents for Statement of Cash Flows	<u>255,457</u>	<u>59,048</u>	<u>77,842</u>

Of the \$255,457 Cash and Cash Equivalents, \$51,605 is held by the School on behalf of the Ministry of Education. These funds have been provided by 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	-	1,152	1,152
Interest Receivable	8,621	3,199	3,199
Teacher Salaries Grant Receivable	92,283	67,515	67,515
	<u>100,904</u>	<u>71,866</u>	<u>71,866</u>
Receivables from Exchange Transactions	8,621	4,351	4,351
Receivables from Non-Exchange Transactions	92,283	67,515	67,515
	<u>100,904</u>	<u>71,866</u>	<u>71,866</u>

## 9. Inventories

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Stationery	-	778	778
School Uniforms	8,693	7,319	7,319
	<u>8,693</u>	<u>8,097</u>	<u>8,097</u>

## 10. Investments

The School's investment activities are classified as follows:

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	554,231	547,920	547,920
<b>Total Investments</b>	<b>554,231</b>	<b>547,920</b>	<b>547,920</b>

## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2021	\$	\$	\$	\$	\$	\$
Building Improvements	12,081				(4,531)	7,551
Furniture and Equipment	73,467	56,222			(18,759)	110,930
Information and Communication Technology	53,087	22,267			(29,494)	45,859
Leased Assets	11,449	17,962			(10,702)	18,709
Library Resources	11,856				(1,482)	10,374
<b>Balance at 31 December 2021</b>	<b>161,940</b>	<b>96,451</b>	<b>-</b>	<b>-</b>	<b>(64,968)</b>	<b>193,423</b>

The net carrying value of equipment held under a finance lease is \$18,709 (2020: \$11,449)

	2021 Cost or Valuation	2021 Accumulated Depreciation	2021 Net Book Value	2020 Cost or Valuation	2020 Accumulated Depreciation	2020 Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	99,776	(92,225)	7,551	12,081	-	12,081
Furniture and Equipment	437,627	(326,697)	110,930	73,467	-	73,467
Information and Communication T	332,511	(286,652)	45,859	53,087	-	53,087
Leased Assets	68,920	(50,211)	18,709	11,449	-	11,449
Library Resources	46,240	(35,866)	10,374	11,856	-	11,856
<b>Balance at 31 December</b>	<b>985,074</b>	<b>(791,651)</b>	<b>193,423</b>	<b>161,940</b>	<b>-</b>	<b>161,940</b>

## 12. Accounts Payable

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Creditors	26,785	17,307	17,307
Accruals	33,554	61,749	61,749
Banking Staffing Overuse	-	-	4,327
Employee Entitlements - Salaries	92,283	73,442	73,442
Employee Entitlements - Leave Accrual	2,390	5,311	5,311
	<b>155,012</b>	<b>157,809</b>	<b>162,136</b>
<b>Payables for Exchange Transactions</b>	<b>155,012</b>	<b>157,809</b>	<b>162,136</b>
	<b>155,012</b>	<b>157,809</b>	<b>162,136</b>

The carrying value of payables approximates their fair value.

### 13. Revenue Received in Advance

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	10,507	-	8,130
Other revenue in Advance	665	-	4,679
	<u>11,172</u>	<u>-</u>	<u>12,809</u>

### 14. Provision for Cyclical Maintenance

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Provision at the Start of the Year	47,100	47,100	61,056
Increase/ (decrease) to the Provision During the Year		-	(13,956)
Use of the Provision During the Year	(19,554)	-	-
Provision at the End of the Year	<u>27,546</u>	<u>47,100</u>	<u>47,100</u>
Cyclical Maintenance - Current	27,546	47,100	47,100
	<u>27,546</u>	<u>47,100</u>	<u>47,100</u>

### 15. Finance Lease Liability

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

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
No Later than One Year	8,456	4,746	8,964
Later than One Year and no Later than Five Years	13,985	71	5,116
Future Finance Charges	(2,400)		
	<u>20,041</u>	<u>4,817</u>	<u>14,080</u>
<b>Represented by</b>			
Finance lease liability - Current	7,337	4,746	8,964
Finance lease liability - Term	12,704	71	5,116
	<u>20,041</u>	<u>4,817</u>	<u>14,080</u>

### 16. Funds Held for Capital Works Projects

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

2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
5YA Project - PA/Bell	-		(383)	-	(383)
5YA Project - Block 1 ILE	-	52,496	(508)	-	51,988
Totals	<u>-</u>	<u>52,496</u>	<u>(891)</u>	<u>-</u>	<u>51,605</u>

#### Represented by:

Funds Held on Behalf of the Ministry of Education	51,988
Funds Due from the Ministry of Education	(383)
	<u>51,605</u>

2020	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Totals	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</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 Board members, Principal, Deputy Principals and Heads of Departments.

	2021 Actual \$	2020 Actual \$
<i>Board Members</i>		
Remuneration	4,635	4,840
 <i>Leadership Team</i>		
Remuneration	252,108	331,043
Full-time equivalent members	2	2
 Total key management personnel remuneration	256,743	335,883

There are 9 members of the Board excluding the Principal. The Board had held 9 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### Principal 1

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

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140 - 150	120 - 130
Benefits and Other Emoluments	1 - 5	-
Termination Benefits	-	-

### Principal 2

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

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	-	70 - 80
Benefits and Other Emoluments	-	-
Termination Benefits	-	-

### Other Employees

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

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

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 board members, committee members, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2021 Actual	2020 Actual
Total	\$0	\$0
Number of People	0	0

## 20. 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.

## 21. Commitments

### (a) Capital Commitments

As at 31 December 2021 (with the exception of the commitments disclosed in Note 16 - Funds Held for Capital Works) the Board has not entered into any further contract agreements.

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

## 22. 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	255,457	59,048	77,842
Receivables	100,904	71,866	71,866
Investments - Term Deposits	554,231	547,920	547,920
Total Financial assets measured at amortised cost	<u>910,592</u>	<u>678,834</u>	<u>697,628</u>

### Financial liabilities measured at amortised cost

Payables	155,012	157,809	162,136
Finance Leases	20,041	4,817	12,899
Total Financial Liabilities Measured at Amortised Cost	<u>175,053</u>	<u>162,626</u>	<u>175,035</u>

## 23. Events After Balance Date

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

## 24. 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 2021

The Auditor-General is the auditor of Tāmaki School (the School). The Auditor-General has appointed me, Brendon Foy, 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 3 to 16, 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 Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.

### Our audit was completed late

Our audit was completed on 22 March 2023. This is the date at which our opinion is expressed.

We acknowledge that our audit was completed later than the required date of 31 May 2022 under the Education and Training Act 2020. This was due to the auditor shortage in New Zealand.

### 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 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.

A handwritten signature in blue ink, appearing to read 'Brendon Foy'.

**Brendon Foy**  
RSM Hayes Audit  
On behalf of the Auditor-General  
Auckland, New Zealand



# ANALYSIS OF VARIANCE 2021

<b>School Name:</b>	TĀMAKI PRIMARY SCHOOL	<b>School Number:</b>	1526
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<b>Strategic Aim:</b>	To increase students' progress and achievement in literacy reading and writing.
<b>Annual Aim:</b>	To increase the progress and achievement of those students who are not achieving at or above in literacy reading, writing and in mathematics.
<b>Target:</b>	<p><b>By the end of 2021:</b></p> <p><b>Reading</b></p> <ol style="list-style-type: none"><li>To increase the achievement of all learners in reading in 2021 for TPS (increase rates of acceleration for those identified students not at curriculum expectation); and with the identified cohort of Year 2 and 3 students underachieving in 2020</li></ol> <p><b>Writing</b></p> <ol style="list-style-type: none"><li>To increase the achievement of all learners in writing in 2021 for TPS (increase rates of acceleration for those identified students not at curriculum expectation)</li></ol> <p><b>Mathematics</b></p> <ol style="list-style-type: none"><li>To increase the achievement of all learners in mathematics (increase rates of acceleration for those identified students not at curriculum expectation)</li></ol>
<b>Baseline Data:</b>	<p><b><u>Literacy Reading and Writing</u></b></p> <ol style="list-style-type: none"><li>Sufficiently reliable data was not available at the start of 2021 (three changes in Principals to the School within the 2020 year). Available Analysis of Variance for 2020 submitted the MoE indicated 2020 annual targets were significantly disrupted due to the impacts of COVID19.</li></ol> <p><b><u>Mathematics</u></b></p> <ol style="list-style-type: none"><li>Sufficiently reliable data was not available at the start of 2021 (three changes in Principals to the School within the 2020 year). Available Analysis of Variance for 2020 submitted the MoE indicated 2020 annual targets were significantly disrupted due to the impacts of COVID19.</li></ol> <p><b><u>The key focus in 2021</u></b></p> <ul style="list-style-type: none"><li>To develop high quality relationships and high-quality <b>literacy</b> teaching and learning programmes in every class daily</li><li>To develop formative practice in <b>reading</b> and strengthen overall curriculum judgements</li><li>To use robust summative data to make informed decisions about students' learning</li><li>To strengthen cultural competence</li><li>To utilise teaching strengths and increase distributive leadership</li></ul>



<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><b>Reading</b></p> <p>Reviewed assessment tools, type and rationale of use</p> <ul style="list-style-type: none"> <li>Tools used included e-asTTle writing; PAT comprehension Y4 – 8; Reading Running Records; Probe</li> <li>Focussed observations and conversations about effective practice</li> <li>Modelling of literacy reading practice with targeted students</li> <li>Teachers planned targeted programmes, grouping students according to learning needs and conversations for co-constructing students' learning goals</li> <li>Teachers analysed assessment data to set next learning actions with students in term one and two (pre lockdown in term 3 and 4)</li> <li>Data was shared online with parents/whānau, via Blogs, Class Sites and Google Meets/Zoom</li> <li>Observation notes shared at Team Hui</li> <li>Targeted PLC/PLD implemented at the start of the year and carried through term 1 and term 2</li> <li>Literacy workshops led by SLT; development of STP elaboration for effective literacy practice</li> <li>Literacy workshops led by Within School Leader and ESOL/Bi-lingual Leader</li> <li>Review of allocation of learning support personnel to variable groupings of targeted students</li> <li>Sharing of school-wide assessment data with teachers to inform year level, gender and ethnicity areas of improvement and acceleration needed</li> </ul>	<p><b>By the end of the year</b></p> <p><b>Reading</b></p> <p>While the target was not achieved there was school wide student achievement shift from term 2 to term 4</p> <ol style="list-style-type: none"> <li>Below CE 68% down to 53%</li> <li>At CE 23% up to 30%</li> <li>Above CE 9% up to 17%</li> <li>Y7 Māori cohort 60% At/Above CE</li> <li>Y4 Māori 100% At/Above CE</li> <li>Y4 Tongan 83% At/Above CE</li> <li>Y5 Tongan 88% At/Above CE</li> <li>Y2 Samoan 100% CE</li> <li>All Pacific students 83% At/Ab CE</li> </ol>	<p><b>Reading</b></p> <p>Significant disruption to already at-risk students' learning due to COVID19 lockdowns impacting engagement in learning, and presence online; non-attendance due to community fear</p>	<p><b>Reading</b></p> <p>Apply for externally MoE funded literacy and assessment for learning (AfL) PLD via Vision Education with Dr Alison Davis and Doreen Dukes</p> <p>Apply for externally MoE funded collaborative practice PLD with Evaluation Associates Diana Wilkes</p> <p>Targeted internally led PLD</p> <p>Budget for accessing external PLD workshops for targeted teacher support</p> <p>Refresh of school values to become an authentic and culturally responsive and localised underpinning for learning focussed relationships and learning focussed environment</p>



<p><b>Writing</b> (As above, literacy reading was the central focus of review for the year)</p> <ul style="list-style-type: none"> <li>• Reviewed assessment tools, type and rationale of use</li> <li>• Tools used included e-asTTle writing; School Entry Assessments, including vocabulary lists</li> <li>• Focussed observations and conversations about effective practice</li> <li>• Modelling of literacy writing practice with targeted students</li> <li>• Teachers planned targeted programmes, grouping students according to learning needs and conversations for co-constructing students' learning goals</li> <li>• Review of allocation of learning support personnel to variable groupings of targeted students</li> <li>• Teachers analysed assessment data to set next learning actions with students in term one and two (pre lockdown in term 3 and 4)</li> <li>• Team planning and sharing of digital planning and programmes during term 3 and 4 (lockdown and distance learning)</li> <li>• Re-commencement of team and external access to moderation meetings</li> </ul>	<p><b>By the end of the year</b> <b>Writing</b></p> <p>While the target was not achieved there was school wide student achievement shift from term 2 to term 4</p> <ol style="list-style-type: none"> <li>a. Below CE 73% down to 62%</li> <li>b. At CE 21% up to 28%</li> <li>c. Above CE 6% up to 10%</li> </ol>	<p><b>Writing</b></p> <p>Significant disruption to already at-risk students' learning due to COVID19 lockdowns impacting engagement in learning, and presence online; non-attendance due to community fear</p>	<p><b>Writing</b></p> <p>Apply for externally MoE funded literacy and assessment for learning (AfL) PLD via Vision Education with Dr Alison Davis and Doreen Dukes</p> <p>Apply for externally MoE funded collaborative practice PLD with Evaluation Associates Diana Wilkes</p> <p>Targeted internally led PLD</p> <p>Budget for accessing external PLD workshops for targeted teacher support</p> <p>Refresh of school values to become an authentic and culturally responsive and localised underpinning for learning focussed relationships and learning focussed environment</p>
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<p><u>Mathematics</u></p> <ul style="list-style-type: none"> <li>Reviewed assessment tools, type and rationale of use</li> <li>Tools used included JAM and GLOSS; PAT Mathematics Y3 – 8;</li> <li>Reo Rua Unit continued with targeted Pāngarau externally funded PLD and developmental support with te reo Māori in Pāngarau inquiry</li> <li>Focussed practice observations and conversations about effective practice</li> <li>Modelling of Pāngarau practice with taura</li> </ul>	<p><u>By the end of the year:</u> <u>Mathematics</u></p> <p>While the target was not achieved there was school wide student achievement shift from term 2 to term 4</p> <ol style="list-style-type: none"> <li>Below CE 75% down to 61%</li> <li>At CE 18% up to 27%</li> <li>Above CE 7% up to 12%</li> </ol>	<p><u>Mathematics</u></p> <p>Significant disruption to already at-risk students' learning due to COVID19 lockdowns impacting engagement in learning, and presence online; non-attendance due to community fear</p>	<p><u>Mathematics</u></p> <p>Apply for MoE externally funded Pāngarau PLD, targeted for Reo Rua Unit</p> <p>Budget for accessing external PLD workshops for targeted teacher support</p> <p>Review and stock take resources and increase budget</p> <p>Refresh of school values to become an authentic and culturally responsive and localised underpinning for learning focussed relationships and learning focussed environment</p>
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**Planning for next year 2022:**

- That the Board supports the review and development undertaken in 2021 to improve students' engagement, progress and achievement through the 2022 Strategic and Annual Plans.
- Target a central focus on literacy reading with a strong underpinning of oral language/vocabulary development
- A strong development of higher-order thinking development in literacy teaching and learning
- Implementation of the MoE funded PLD interventions in literacy, assessment for learning and collaborative practice
- Continue with in-school leadership development and with targeted in-house/externally led PLD via our PLCs
- Development of mentoring and instructional coaching practices (peer observations and practice analysis conversations)



Kiwi Sport funding is a Government initiative that promotes sport and aims to increase opportunities for ākonga engagement in sports activities. The Ministry of Education funding for 2021 to the School's Operation Grant was \$3031. Original proposal from the School Cluster for an annual contribution. However, COVID19 interruptions impacting plans and interschool events, resulted in no expenditure. Physical Education (PE) and team sports equipment expenditure came from the PE budget.