

WAIRAKEI SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

Ministry Number:	2066
Principal:	Paula Farquhar
School Address:	2 Wairakei Village, Wairakei
School Postal Address:	Kauri Drive, Wairakei, Taupo, 3332
School Phone:	07 374 8035
School Email:	info@wairakeitaupo.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expires/ Expired
John McIntyre	Chairperson	Elected	Jun 2022
Paula Farquhar	Principal	ex Officio	
Andrew Mackintosh	Parent Rep	Elected	Oct 2020
Chris Te Whare	Parent Rep	Elected	Jun 2022
Memory Tangi	Parent Rep	Co-opted	Apr 2020
Gordon Roberts	Parent Rep	Elected	Jun 2022
Sara Massey-Borman	Parent Rep	Co-opted	Aug 2020
Lisa Nairne	Parent Rep	Co-opted	Jun 2022
Bevan Thompson	Parent Rep	Elected	Jun 2022
Shannen Neal	Staff Rep	Elected	Apr 2020
Olivia Graham	Staff Rep	Elected	Jun 2022

Accountant / Service Provider:	Education Services Ltd
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WAIRAKEI SCHOOL

Annual Report - For the year ended 31 December 2020

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Wairakei 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.

Christopher Rau. Te Whare
Full Name of Board Chairperson

Paula Malee Fagahau
Full Name of Principal

[Signature]
Signature of Board Chairperson

[Signature]
Signature of Principal

28/03/22
Date:

28/03/2022
Date:

Wairakei School**Statement of Comprehensive Revenue and Expense**

For the year ended 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue				
Government Grants	2	2,835,858	2,480,232	2,581,746
Locally Raised Funds	3	57,860	34,360	132,049
Interest income		3,789	3,500	5,171
		<hr/>	<hr/>	<hr/>
		2,897,507	2,518,092	2,718,966
Expenses				
Locally Raised Funds	3	51,058	27,060	82,562
Learning Resources	4	2,149,308	1,832,430	2,004,262
Administration	5	185,462	178,000	174,922
Finance		1,618	512	1,362
Property	6	467,491	416,942	389,938
Depreciation	7	97,194	80,000	90,944
Loss on Disposal of Property, Plant and Equipment		290	-	2,358
		<hr/>	<hr/>	<hr/>
		2,952,421	2,534,944	2,746,348
Net Surplus / (Deficit) for the year		(54,914)	(16,852)	(27,382)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<hr/>	<hr/>	<hr/>
		(54,914)	(16,852)	(27,382)

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes which form part of these financial statements.

Wairakei 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		1,062,346	1,024,548	1,081,086
Total comprehensive revenue and expense for the year		(54,914)	(16,852)	(27,382)
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		28,071	-	8,642
Equity at 31 December	24	1,035,503	1,007,696	1,062,346
Retained Earnings		1,035,503	1,007,696	1,062,346
Equity at 31 December		1,035,503	1,007,696	1,062,346

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.

Wairakei 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	262,226	41,296	21,201
Accounts Receivable	9	133,121	103,410	123,251
GST Receivable		-	9,035	1,931
Prepayments		6,708	5,654	7,841
Inventories	10	-	234	-
Investments	11	49,707	136,978	109,539
		<u>451,762</u>	<u>296,607</u>	<u>263,763</u>
Current Liabilities				
GST Payable		10,049	-	-
Accounts Payable	13	218,776	116,336	145,250
Revenue Received in Advance	14	3,023	2,845	2,910
Provision for Cyclical Maintenance	15	45,370	-	-
Painting Contract Liability	16	23,814	23,814	23,814
Finance Lease Liability	17	18,973	19,492	19,310
Funds held for Capital Works Projects	18	95,290	-	28,573
		<u>415,295</u>	<u>162,487</u>	<u>219,857</u>
Working Capital Surplus/(Deficit)		36,467	134,120	43,906
Non-current Assets				
Property, Plant and Equipment	12	1,059,584	963,285	1,077,127
		<u>1,059,584</u>	<u>963,285</u>	<u>1,077,127</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	11,096	15,629	-
Painting Contract Liability	16	30,044	37,707	30,044
Finance Lease Liability	17	19,408	36,373	28,643
		<u>60,548</u>	<u>89,709</u>	<u>58,687</u>
Net Assets		<u>1,035,503</u>	<u>1,007,696</u>	<u>1,062,346</u>
Equity		<u>1,035,503</u>	<u>1,007,696</u>	<u>1,062,346</u>

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

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

		2020	2020	2019
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		770,710	721,460	646,622
Locally Raised Funds		58,530	31,360	135,166
Goods and Services Tax (net)		11,980	-	7,104
Payments to Employees		(347,165)	(268,500)	(329,505)
Payments to Suppliers		(385,107)	(448,547)	(367,079)
Cyclical Maintenance Payments in the year		-	-	(23,814)
Interest Paid		(1,618)	(512)	(1,362)
Interest Received		5,608	3,500	4,135
Net cash from Operating Activities		112,938	38,761	71,267
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(69,302)	(38,560)	(115,062)
Purchase of Investments		-	-	(2,561)
Proceeds from Sale of Investments		59,832	-	30,000
Net cash from Investing Activities		(9,470)	(38,560)	(87,623)
Cash flows from Financing Activities				
Furniture and Equipment Grant		28,071	18,000	8,642
Finance Lease Payments		(15,713)	(6,271)	(14,491)
Painting contract payments		-	-	(23,814)
Funds Held for Capital Works Projects		125,199	-	37,854
Net cash from Financing Activities		137,557	11,729	8,191
Net increase/(decrease) in cash and cash equivalents		241,025	11,930	(8,165)
Cash and cash equivalents at the beginning of the year	8	21,201	29,366	29,366
Cash and cash equivalents at the end of the year	8	262,226	41,296	21,201

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.

Wairakei School

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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

Use of land and buildings grants are recorded as revenue in the period the School uses the land and buildings. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown.

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

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

i) Inventories

Inventories are consumable items held for sale and comprise of stationery 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.

j) Investments

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

k) Property, Plant and Equipment

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

Improvements to buildings owned by the Crown are recorded at cost, less accumulated depreciation and impairment losses.

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

Property, plant and equipment acquired with individual values under \$250 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	50 years
Furniture and Equipment	5-15 years
Information and Communication	4-5 years
Textbooks	10 years
Library Resources	12.5% DV
Leased assets held under a Finance Lease	Term of Lease

l) Intangible Assets

Software costs

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance or licensing of software are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software licences with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. It's fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

m) 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.

n) 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.

o) Employee Entitlements

Short-term employee entitlements

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

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

Long-term employee entitlements

Employee benefits that are due to be settled beyond 12 months after the end of the period in which the employee renders the related service, such as long service leave and retirement gratuities, have been calculated on an actuarial basis. The calculations are based on:

- likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlement information; and
- the present value of the estimated future cash flows.

p) Revenue Received in Advance

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

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

q) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense.

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

r) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of school control. These amounts are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

s) 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).

t) 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.

u) 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 not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

v) 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.

w) Budget Figures

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

x) 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	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Operational Grants	612,614	585,000	529,486
Teachers' Salaries Grants	1,812,842	1,540,880	1,696,278
Use of Land and Buildings Grants	235,883	217,892	227,893
Resource Teachers Learning and Behaviour Grants	10,434	1,000	4,166
Other MoE Grants	123,431	100,160	86,172
Transport grants	20,959	12,000	16,988
Other Government Grants	19,695	23,300	20,763
	<u>2,835,858</u>	<u>2,480,232</u>	<u>2,581,746</u>

The school has opted in to the donations scheme for this year. Total amount received was \$55,500.

Other MOE Grants total includes additional COVID-19 funding totalling \$10,623 for the year ended 31 December 2020.

3. Locally Raised Funds

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

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Revenue			
Donations	20,021	13,000	27,028
Bequests & Grants	-	1,500	21,993
Activities	24,248	11,860	60,431
Trading	12,565	3,000	13,142
Fundraising	1,026	5,000	9,455
	<u>57,860</u>	<u>34,360</u>	<u>132,049</u>
Expenses			
Activities	33,908	24,060	66,106
Trading	16,114	3,000	14,164
Fundraising (Costs of Raising Funds)	1,036	-	2,292
	<u>51,058</u>	<u>27,060</u>	<u>82,562</u>
<i>Surplus for the year Locally raised funds</i>	<u>6,802</u>	<u>7,300</u>	<u>49,487</u>

4. Learning Resources

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Curricular	82,360	114,550	64,987
Library Resources	1,310	2,000	1,790
Employee Benefits - Salaries	2,049,552	1,688,880	1,908,140
Staff Development	16,086	27,000	29,345
	<u>2,149,308</u>	<u>1,832,430</u>	<u>2,004,262</u>

5. Administration

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Audit Fee	5,460	6,000	5,296
Board of Trustees Fees	2,550	4,000	3,420
Board of Trustees Expenses	16,078	19,700	18,209
Communication	8,599	9,000	9,690
Consumables	18,026	13,200	12,631
Other	31,402	21,900	20,813
Employee Benefits - Salaries	84,063	89,000	87,113
Insurance	7,884	4,200	7,550
Service Providers, Contractors and Consultancy	11,400	11,000	10,200
	<u>185,462</u>	<u>178,000</u>	<u>174,922</u>

6. Property

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	16,754	7,600	10,891
Cyclical Maintenance Expense	56,466	10,000	(21,132)
Grounds	10,280	14,100	12,141
Heat, Light and Water	17,049	16,000	15,118
Rates	3,621	3,650	3,428
Repairs and Maintenance	21,026	36,200	38,112
Use of Land and Buildings	235,883	217,892	227,893
Security	7,321	8,000	8,367
Employee Benefits - Salaries	27,675	31,500	29,710
Consultancy And Contract Services	71,416	72,000	65,410
	<u>467,491</u>	<u>416,942</u>	<u>389,938</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	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Building Improvements	22,834	18,564	21,104
Furniture and Equipment	20,444	20,461	23,260
Information and Communication Technology	26,763	18,182	20,669
Leased Assets	24,332	19,871	22,589
Library Resources	2,821	2,922	3,322
	<u>97,194</u>	<u>80,000</u>	<u>90,944</u>

8. Cash and Cash Equivalents

	2020	2020 Budget (Unaudited)	2019
	Actual \$	\$	Actual \$
Bank Current Account	19,636	27,077	9,155
Bank Call Account	5,377	14,219	12,046
Short-term Bank Deposits	237,213	-	-
Cash equivalents for Statement of Cash Flow	<u>262,226</u>	<u>41,296</u>	<u>21,201</u>

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

Of the \$262,226 Cash and Cash Equivalents \$130,677 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2022 on Crown owned school buildings under the School's Five Year Property Plan.

9. Accounts Receivable

	2020	2020 Budget (Unaudited)	2019
	Actual \$	\$	Actual \$
Receivables	9,496	5,468	2,416
Banking Staffing Underuse	-	-	2,071
Interest Receivable	1,026	1,809	2,845
Teacher Salaries Grant Receivable	122,599	96,133	115,919
	<u>133,121</u>	<u>103,410</u>	<u>123,251</u>
Receivables from Exchange Transactions	2,885	7,277	5,261
Receivables from Non-Exchange Transactions	130,236	96,133	117,990
	<u>133,121</u>	<u>103,410</u>	<u>123,251</u>

10. Inventories

	2020	2020 Budget (Unaudited)	2019
	Actual \$	\$	Actual \$
Stationery	-	234	-
	<u>-</u>	<u>234</u>	<u>-</u>

11. Investments

The School's investment activities are classified as follows:

	2020	2020 Budget (Unaudited)	2019
	Actual \$	\$	Actual \$
Current Asset			
Short-term Bank Deposits	49,707	136,978	109,539
Total Investments	<u>49,707</u>	<u>136,978</u>	<u>109,539</u>

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2020						
Building Improvements	840,014	85	-	-	(22,834)	817,265
Furniture and Equipment	129,914	28,409	-	-	(20,444)	137,879
Information and Communication Tech	54,476	39,548	(290)	-	(26,763)	66,972
Leased Assets	31,175	10,861	-	-	(24,332)	17,703
Library Resources	21,548	1,038	-	-	(2,821)	19,765
Balance at 31 December 2020	1,077,127	79,941	(290)	-	(97,194)	1,059,584

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2020			
Building Improvements	1,061,290	(244,025)	817,265
Furniture and Equipment	660,442	(522,563)	137,879
Information and Communication	365,602	(298,630)	66,972
Textbooks	49,178	(49,178)	-
Leased Assets	70,509	(52,806)	17,703
Library Resources	57,256	(37,491)	19,765
Balance at 31 December 2020	2,264,277	(1,204,693)	1,059,584

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2019						
Building Improvements	810,525	50,592	-	-	(21,104)	840,014
Furniture and Equipment	125,678	27,497	-	-	(23,260)	129,914
Information and Communication Tech	46,330	28,815	-	-	(20,669)	54,476
Leased Assets	41,069	13,231	(537)	-	(22,589)	31,175
Library Resources	19,622	7,070	(1,821)	-	(3,322)	21,548
Balance at 31 December 2019	1,043,224	127,205	(2,358)	-	(90,944)	1,077,127

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2019			
Building Improvements	1,061,205	(221,191)	840,014
Furniture and Equipment	638,696	(508,782)	129,914
Information and Communication	361,252	(306,776)	54,476
Textbooks	49,178	(49,178)	-
Leased Assets	72,089	(40,914)	31,175
Library Resources	56,218	(34,670)	21,548
Balance at 31 December 2019	2,238,638	(1,161,511)	1,077,127

13. Accounts Payable

	2020	2020	2019
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Operating Creditors	45,852	12,294	20,784
Accruals	4,710	5,142	5,296
Capital Accruals for PPE items	42,367	-	222
Employee Entitlements - Salaries	122,599	96,133	115,919
Employee Entitlements - Leave Accrual	3,248	2,767	3,029
	<u>218,776</u>	<u>116,336</u>	<u>145,250</u>
Payables for Exchange Transactions	218,776	116,336	145,250
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>218,776</u>	<u>116,336</u>	<u>145,250</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2020	2020	2019
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Income in Advance	3,023	2,745	2,910
Camp In Advance	-	100	-
	<u>3,023</u>	<u>2,845</u>	<u>2,910</u>

15. Provision for Cyclical Maintenance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Provision at the Start of the Year	-	5,629	-
Increase/(decrease) to the Provision During the Year	15,633	10,000	-
Adjustment to the Provision	40,833	-	-
Use of the Provision During the Year	-	-	-
Provision at the End of the Year	56,466	15,629	-
Cyclical Maintenance - Current	45,370	-	-
Cyclical Maintenance - Term	11,096	15,629	-
	56,466	15,629	-

16. Painting Contract Liability

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Liability	23,814	23,814	23,814
Non Current Liability	30,044	37,707	30,044
	53,858	61,521	53,858

In 2018 the Board signed an agreement with Programmed Maintenance Services Ltd (the contractor) for an agreed programme of work covering a 7 year period. The programme provides for an exterior repaint of the Ministry owned buildings in 2019, with regular maintenance in subsequent years. The agreement has an annual commitment of \$23,814. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

17. Finance Lease Liability

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
No Later than One Year	20,304	19,492	19,310
Later than One Year and no Later than Five Years	20,087	36,373	28,643
	40,391	55,865	47,953

18. Funds Held (Owed) for Capital Works Projects

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

		Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
	2020	\$	\$	\$		\$
Admin Block	<i>completed</i>	962	-	(962)	-	-
Relocatable Classroom	<i>in progress</i>	12,948	-	(730)	-	12,218
Roofing Upgrade	<i>completed</i>	(3,967)	123,219	(119,252)	-	-
Window Upgrade	<i>completed</i>	19,235	2,500	(21,735)	(1,505)	-
Block A refurbishment	<i>in progress</i>	(605)	17,100	(40,114)	-	(23,619)
Learning Support Property Modification	<i>in progress</i>	-	200,710	(82,251)	-	118,459
Block G Remediation	<i>in progress</i>	-	-	(11,768)	-	(11,768)
Totals		28,573	343,529	(276,812)	(1,505)	95,290

Represented by:

Funds Held on Behalf of the Ministry of Education	130,677
Funds Due from the Ministry of Education	(35,387)
	<u>95,290</u>

		Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
	2019	\$	\$	\$		\$
Admin Block	<i>in progress</i>	(5,902)	6,863	1	-	962
Relocatable Classroom	<i>in progress</i>	-	15,148	(2,200)	-	12,948
Roofing Upgrade	<i>in progress</i>	-	-	(3,967)	-	(3,967)
Window Upgrade	<i>in progress</i>	-	22,500	(3,265)	-	19,235
Block A refurbishment	<i>in progress</i>	-	-	(605)	-	(605)
Totals		(5,902)	44,511	(10,036)	-	28,573

19. 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.

20. 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	2,550	3,420
Full-time equivalent members	0.23	0.25
<i>Leadership Team</i>		
Remuneration	991,737	936,305
Full-time equivalent members	10.00	10.70
Total key management personnel remuneration	994,287	939,725
Total full-time equivalent personnel	10.23	10.95

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

Principal

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

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150 - 160	140 - 150
Benefits and Other Emoluments	4 - 5	3 - 4
Termination Benefits	-	-

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	-	2.00
110 - 120	1.00	-
	1.00	2.00

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

21. 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	-	-

22. 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.

23. Commitments

(a) Capital Commitments

As at 31 December 2020 the Board has entered into contract agreements for capital works as follows:

(a) \$308,706 contract for Learning Support Property Modifications as agent for the Ministry of Education. This project is fully funded by the Ministry and \$200,710 has been received of which \$82,251 has been spent on the project to date. This project has been approved by the Ministry.

(b) Operating Commitments

There are no operating commitments as at 31 December 2020 (Operating commitments at 31 December 2019: nil).

24. 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.

25. 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	262,226	41,296	21,201
Receivables	133,121	103,410	123,251
Investments - Term Deposits	49,707	136,978	109,539
Total Financial assets measured at amortised cost	445,054	281,684	253,991

Financial liabilities measured at amortised cost

Payables	218,776	116,336	145,250
Finance Leases	38,381	55,865	47,953
Painting Contract Liability	53,858	61,521	53,858
Total Financial Liabilities Measured at Amortised Cost	311,015	233,722	247,061

26. Events After Balance Date

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

27. Comparatives

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



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INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF WAIRAKEI SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2020

The Auditor-General is the auditor of Wairakei School (the School). The Auditor-General has appointed me, Glenn Fan-Robertson, using the staff and resources of BDO Central (NI), 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 22, 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 Public Sector Public Benefit Entity Standards Reduced Disclosure Regime as applicable to entities that qualify as tier 2.

Our audit was completed on 28 March 2022. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

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.

PARTNERS: David Pearson Ross Hadwin Glenn Fan-Robertson Heather Hallam Lisa Townshend Billie Stanley

BDO New Zealand Ltd, a New Zealand limited liability company, is a member of BDO International Limited, a UK company limited by guarantee, and forms part of the international BDO network of independent member firms. BDO New Zealand is a national association of independent member firms which operate as separate legal entities.

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 is responsible for the other information. The other information comprises the information included on pages 26 to 51, but does not include the financial statements and our auditor's report thereon.

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

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

Independence

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

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



Glenn Fan-Robertson
BDO Central (NI)
On behalf of the Auditor-General
Palmerston North, New Zealand

Wairakei School

Analysis of Variance 2020



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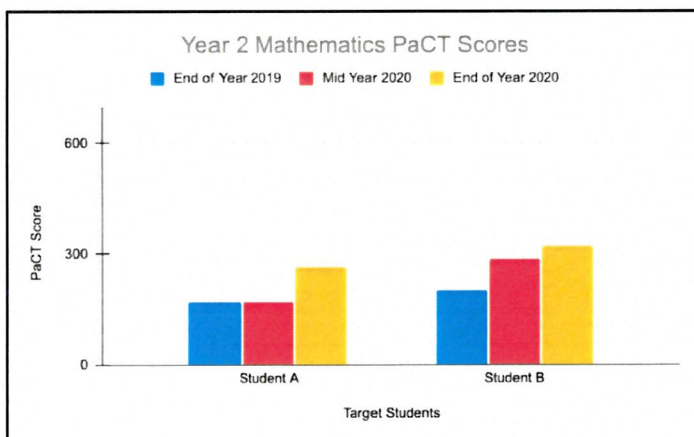
www.wairakeitaupo.school.nz

School Name:	Wairakei Primary School	School Number:	2066
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Strategic Aim:	To improve student achievement and progress across and within the school.																																																								
Annual Aim:	Our aim is to have all students making progress in their learning goals: Mathematics																																																								
Target:	To have 90% of students using Mathematics at the appropriate curriculum level. Target areas: Year Two: 3 identified target students to be achieving a PaCT score above 300 Year Three: 11 identified target students to be achieving a PaCT score above 400 Year Five: 4 identified target students to be achieving a PaCT score above 550																																																								
Baseline Data:	<div>Data from the end of 2019</div> <table><thead><tr><th>Curriculum levels (working within)</th><th>Year 1</th><th>Year 2</th><th>Year 3</th><th>Year 4</th><th>Year 5</th><th>Year 6</th></tr></thead><tbody><tr><td>Beyond NZC Level 5</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td></tr><tr><td>NZC Level 5</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td></tr><tr><td>NZC Level 4</td><td>-</td><td>-</td><td>-</td><td>-</td><td>2 (3%)</td><td>8 (16%)</td></tr><tr><td>NZC Level 3</td><td>-</td><td>-</td><td>5 (7%)</td><td>28 (47%)</td><td>44 (63%)</td><td>38 (78%)</td></tr><tr><td>NZC Level 2</td><td>2 (2%)</td><td>26 (39%)</td><td>55 (82%)</td><td>31 (53%)</td><td>24 (34%)</td><td>3 (6%)</td></tr><tr><td>NZC Level 1</td><td>99 (98%)</td><td>40 (61%)</td><td>7 (10%)</td><td>-</td><td>-</td><td>-</td></tr><tr><td>Total</td><td>101</td><td>66</td><td>67</td><td>59</td><td>70</td><td>49</td></tr></tbody></table>	Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Beyond NZC Level 5	-	-	-	-	-	-	NZC Level 5	-	-	-	-	-	-	NZC Level 4	-	-	-	-	2 (3%)	8 (16%)	NZC Level 3	-	-	5 (7%)	28 (47%)	44 (63%)	38 (78%)	NZC Level 2	2 (2%)	26 (39%)	55 (82%)	31 (53%)	24 (34%)	3 (6%)	NZC Level 1	99 (98%)	40 (61%)	7 (10%)	-	-	-	Total	101	66	67	59	70	49
Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6																																																			
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Total	101	66	67	59	70	49																																																			
End of Year Data	<div>Data from the end of 2020 Whole School</div> <table><thead><tr><th>Curriculum levels (working within)</th><th>Year 1</th><th>Year 2</th><th>Year 3</th><th>Year 4</th><th>Year 5</th><th>Year 6</th></tr></thead><tbody><tr><td>Beyond NZC Level 5</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td></tr><tr><td>NZC Level 5</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td></tr><tr><td>NZC Level 4</td><td>-</td><td>-</td><td>-</td><td>-</td><td>2 (4%)</td><td>8 (12%)</td></tr><tr><td>NZC Level 3</td><td>-</td><td>-</td><td>6 (9%)</td><td>35 (54%)</td><td>46 (84%)</td><td>54 (82%)</td></tr><tr><td>NZC Level 2</td><td>6 (7%)</td><td>32 (52%)</td><td>55 (81%)</td><td>26 (40%)</td><td>7 (13%)</td><td>4 (6%)</td></tr><tr><td>NZC Level 1</td><td>77 (93%)</td><td>30 (48%)</td><td>7 (10%)</td><td>4 (6%)</td><td>-</td><td>-</td></tr><tr><td>Total</td><td>83</td><td>62</td><td>68</td><td>65</td><td>55</td><td>66</td></tr></tbody></table>	Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Beyond NZC Level 5	-	-	-	-	-	-	NZC Level 5	-	-	-	-	-	-	NZC Level 4	-	-	-	-	2 (4%)	8 (12%)	NZC Level 3	-	-	6 (9%)	35 (54%)	46 (84%)	54 (82%)	NZC Level 2	6 (7%)	32 (52%)	55 (81%)	26 (40%)	7 (13%)	4 (6%)	NZC Level 1	77 (93%)	30 (48%)	7 (10%)	4 (6%)	-	-	Total	83	62	68	65	55	66
Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6																																																			
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NZC Level 2	6 (7%)	32 (52%)	55 (81%)	26 (40%)	7 (13%)	4 (6%)																																																			
NZC Level 1	77 (93%)	30 (48%)	7 (10%)	4 (6%)	-	-																																																			
Total	83	62	68	65	55	66																																																			

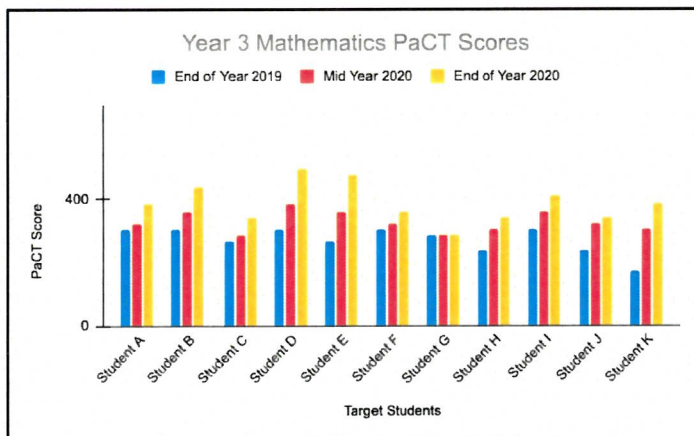
Target Groups
–
Data over time

Year 2



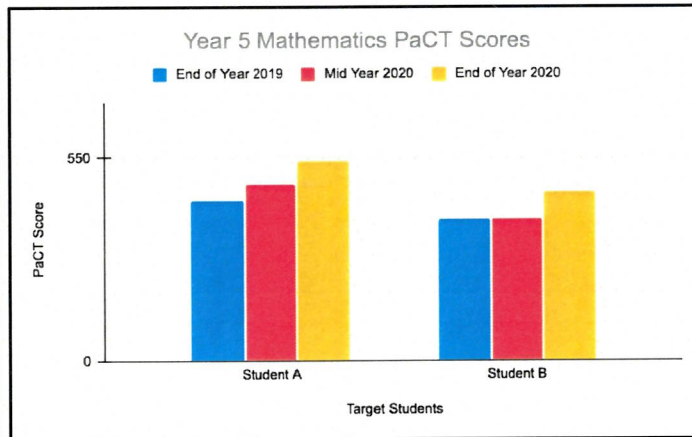
Year 2	Student A	Student B
End of Year 2019	172	203
Mid-Year 2020	172	286
End of Year 2020	266	321

Year 3



Year 3	Student A	Student B	Student C	Student D	Student E	Student F	Student G	Student H	Student I	Student J	Student K
End of Year 2019	304	304	266	304	266	304	286	240	304	240	172
Mid-Year 2020	321	361	286	385	361	321	286	304	361	321	304
End of Year 2020	385	435	340	495	476	361	286	340	411	340	385

Year 5



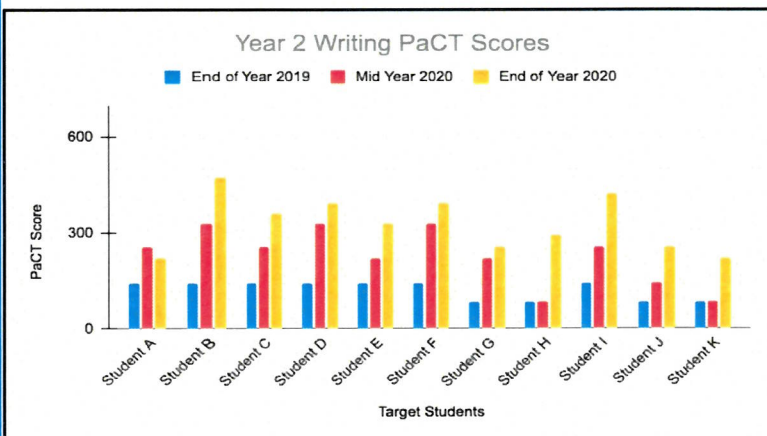
Year 5	Student A	Student B
End of Year 2019	435	385
Mid-Year 2020	476	385
End of Year 2020	541	456

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>
<ul style="list-style-type: none"> Identified target students in all classes. Used school wide tacking sheets to monitor student achievement. School wide moderation of PaCT levelling within teams and as a whole staff. Used extra teachers appointed to the school to assist with learning in all classes in term 2 after COVID. Established an accelerant website for teachers to use using level 4 and 5 problem solving tasks. Formed a Maths Matters team with the purpose to get a podium finish. Increased the number of teams from 2 per class level to 3 teams per class level. Four staff attended the DIMIC course during the year. Increased use of Prodigy and SumDog in class Staff developed place value videos after identifying this as an area of need in COVID lockdown. Learning journeys were set up from term 3 in all class. Changes made to Must Do and Can Do activities that were targeted on specific teaching tasks. Students were used to using online support material after COVID Lockdown 	<p>Summary of Schoolwide Data:</p> <ul style="list-style-type: none"> 100% of students in Year 0-2 are working at the appropriate curriculum level or above in maths. 89% of students in Year 3 are working at the appropriate curriculum level or above in maths. This is an increase of 29%. 97% of students in Year 4 are working at the appropriate curriculum level or above in maths. This is an increase of 5% since mid-year. 89% of students in Year 5 are working at the appropriate curriculum level or above in maths. This is an increase of 32% since mid-year. 94% of students in Year 6 are working at the appropriate curriculum level or above in maths. This is an increase of 25% since mid-year. 22% of our students across the school are working above their expected curriculum level in mathematics. <p>Summary of Target Group Data:</p> <ul style="list-style-type: none"> 100% Year 2 target students increased their PaCT scores. 10 of our Year 3 target students increased their PaCT scores. 2 Year 3 target students are only 15 points from the charter goal. 4 Year 3 target students are achieving a PaCT score above 400. 1 of our Year 5 target students have left the school All of our Year 5 target students increased their PaCT scores. 	<p>Teachers were able to identify the need to have accelerant work available for student to access.</p> <p>Teachers had time to reevaluate their teaching practice during lockdown and to develop the place value material needed to support learners.</p> <p>The tracking sheets provided regular opportunities for staff to look at the data provided in PaCT and then play for direct and deliberate teaching to the needs to the students.</p> <p>The tracking sheets provided a focus for teachers in a time of change due to COVID. They were easy to follow and set up and were individualised for the learner within the class.</p> <p>Continue to re look at Must Do and Can do activities at the end of the year allowed the teachers to work together and then to have support activities. More emphasis was placed on the Must Do component rather than the Can Do.</p> <p>Use of online activities with a deliberate purpose were planned for and delivered to students.</p>
Planning for 2021 <ul style="list-style-type: none"> To continue with the Must Do and Can Do activities that integrate with the overarching concept each term. To continue with regular planning checks and classroom observations Expand on student goal setting. Appoint a curriculum leader of mathematics. Establish an extension group for Year 6 students. Continue to work with teachers on expanding their understanding of PaCT in breakfast meetings or one on one training sessions. Invest in a school wide online maths programme SumDog. 		

Strategic Aim:	To improve student achievement and progress across and within the school.																																																														
Annual Aim:	Our aim is to have all students making progress in their learning goals: Writing																																																														
Target:	To have 90% of students Writing at the appropriate curriculum level. Target areas: Year Two: 13 identified target students to be achieving a PaCT score above 300 Year Three: 7 identified target students to be achieving a PaCT score above 400 Year Five: 4 identified target students to be achieving a PaCT score above 550																																																														
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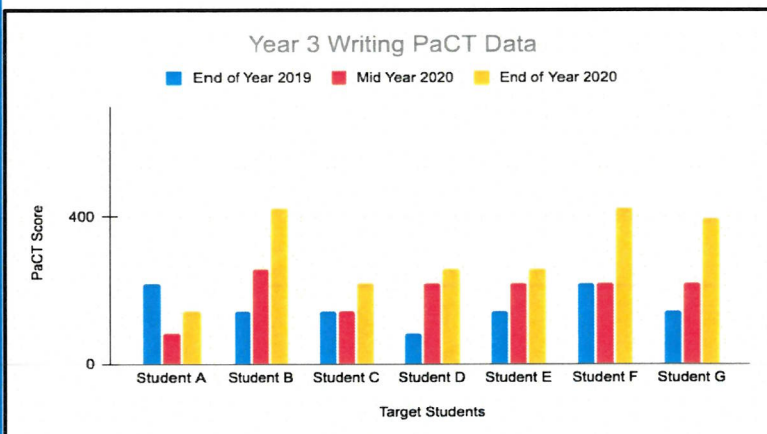
Target Groups – Data over time

Year 2



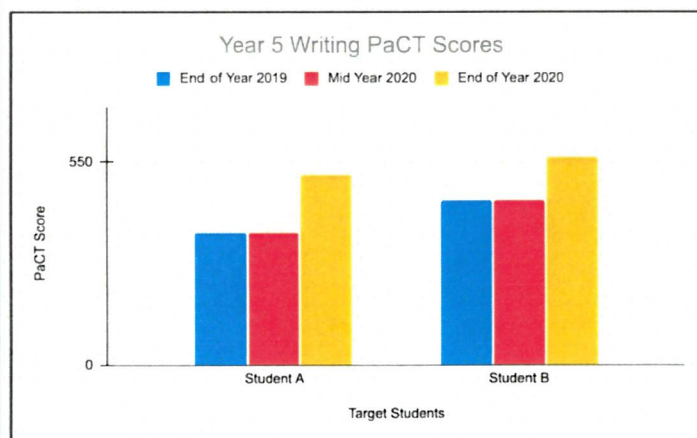
Year 2	Student A	Student B	Student C	Student D	Student E	Student F	Student G	Student H	Student I	Student J	Student K
End of Year 2019	142	142	142	142	142	142	84	84	142	84	84
Mid-Year 2020	255	326	255	326	216	326	216	84	255	142	84
End of Year 2020	216	471	360	393	326	393	255	291	421	255	216

Year 3




Year 3	Student A	Student B	Student C	Student D	Student E	Student F	Student G
End of Year 2019	216	142	142	84	142	216	142
Mid-Year 2020	84	255	142	216	216	216	216
End of Year 2020	142	421	216	255	255	421	393

Year 5



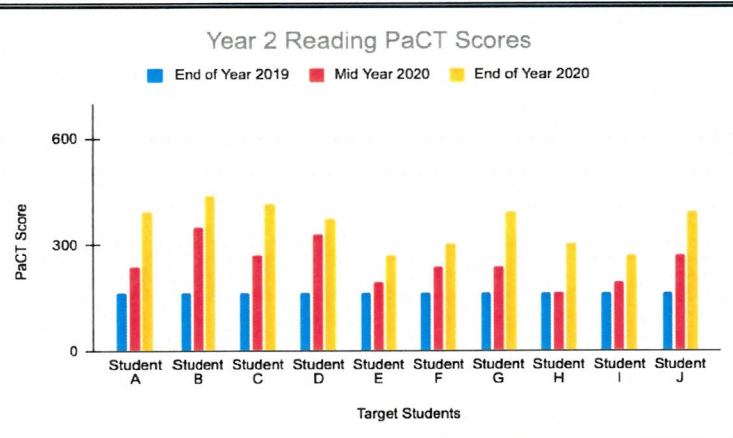
Year 5	Student A	Student B
End of Year 2019	360	447
Mid Year 2020	360	447
End of Year 2020	516	563

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>
<ul style="list-style-type: none"> Identified target students in all classes. Used school wide tacking sheets to monitor student achievement across the year School wide moderation of PaCT levelling within teams and as a whole staff. Used extra teachers appointed to the school to assist with learning in all classes in term 2 after COVID Established an accelerant website for teachers to use using level 4 and 5 writing experiences Formed an extension writing group for year 5 and 6 students. School participated in Accelerating Literacy Learning - MOE funded PLD Online learning journeys were set up from term 3 in all class. Changes made to Must Do and Can Do activities that were targeted on specific teaching tasks. Students were used to using online support material after COVID Lockdown. Teachers undertook PLD in phonics Sight word groups taken during terms 3 and 4. 	<p>Summary of Schoolwide Data:</p> <ul style="list-style-type: none"> 100% of students in Year 0-2 are writing at the appropriate curriculum level 75% of students in Year 3 are writing at the appropriate curriculum level. This is an increase of 52%. 92% of students in Year 4 are writing at the appropriate curriculum level or above. This is an increase of 18%. 60% of students in Year 5 are writing at the appropriate curriculum level or above. This is an increase of 40%. 70% of students in Year 6 are writing at the appropriate curriculum level or above. This is an increase of 25%. 6% of our students across the school are working above their expected curriculum level in writing. 1 of our Year 2 target students has left. 10 of our Year 2 target students have increased their PaCT scores 6 Year 2 target students are achieving a PaCT score above 300. 2 of the target students are now achieving at their expected curriculum level. All of our Year 3 target students have increased their PaCT scores from mid year. 2 Year 3 target students are achieving a PaCT score above 400 1 of our Year 5 target students has left. 1 Year 5 target student is achieving a PaCT score above 550 	<ul style="list-style-type: none"> Teachers were able to identify the need to have accelerant work available for student to access. The tracking sheets provided regular opportunities for staff to look at the data provided in PaCT and then play for direct and deliberate teaching to the needs to the students. The tracking sheets provided a focus for teachers in a time of change due to COVID. They were easy to follow and set up and were individualised for the learner within the class. Continue to re look at Must Do and Can do activities at the end of the year allowed the teachers to work together and then to have support activities. More emphasis was placed on the Must Do component rather than the can do. Use of online activities with a deliberate purpose were planned for and delivered to students. Investigated professional development for all staff in Structured Literacy to start 2021.
Planning for 2021		

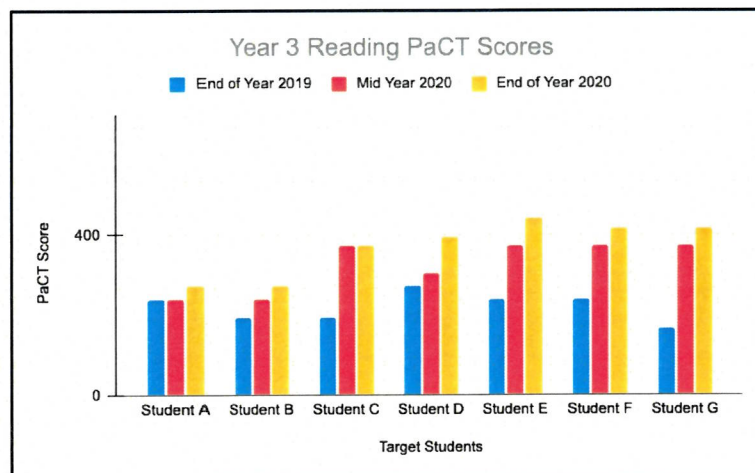


To continue with the Must Do and Can Do activities that integrate with the overarching concept each term.
To continue with regular planning checks and classroom observations
Expand on student goal setting.
Appoint a curriculum Leader of Literacy
Establish an extension group for Year 6 students.
Continue to work with teachers on expanding their understanding of PaCT in breakfast meetings or one on one training sessions.
Teacher only day on structured literacy.
RTLb to work with students identified with dyslexia using Multi Lit Literacy programme
Change from Lexia to Steps for identified students.
Referrals to RTLiT.

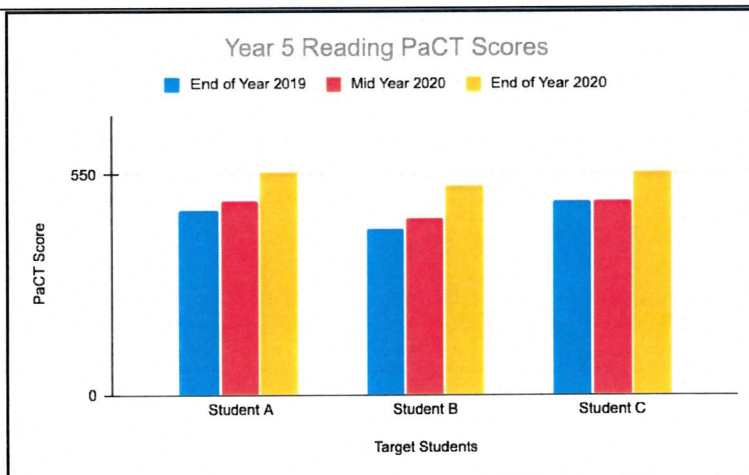
Strategic Aim:	To improve student achievement and progress across and within the school.																																																													
Annual Aim:	Our aim is to have all students making progress in their learning goals: Reading																																																													
Target:	<p>Schoolwide Charter Goal: To have 90% of students Reading at the appropriate curriculum level. Year Two: 12 identified target students to be achieving a PaCT score above 300 Year Three: 7 identified target students to be achieving a PaCT score above 400 Year Five: 5 identified target students to be achieving a PaCT score above 550</p>																																																													
Baseline Data:	<p>Click here to record your baseline data. This is your starting point and will allow you to measure your progress through the year.</p> <table border="1"> <thead> <tr> <th>Curriculum levels (working within)</th><th>Year 1</th><th>Year 2</th><th>Year 3</th><th>Year 4</th><th>Year 5</th><th>Year 6</th></tr> </thead> <tbody> <tr> <td>Beyond NZC Level 5</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td></tr> <tr> <td>NZC Level 5</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td></tr> <tr> <td>NZC Level 4</td><td>-</td><td>-</td><td>-</td><td>-</td><td>5 (7%)</td><td>12 (24%)</td></tr> <tr> <td>NZC Level 3</td><td>-</td><td>-</td><td>8 (12%)</td><td>30 (51%)</td><td>42 (60%)</td><td>34 (69%)</td></tr> <tr> <td>NZC Level 2</td><td>1 (1%)</td><td>29 (44%)</td><td>51 (75%)</td><td>29 (49%)</td><td>22 (31%)</td><td>3 (6%)</td></tr> <tr> <td>NZC Level 1</td><td>100 (99%)</td><td>37 (56%)</td><td>9 (13%)</td><td>-</td><td>1 (1%)</td><td>-</td></tr> <tr> <td>Total</td><td>101</td><td>66</td><td>68</td><td>59</td><td>70</td><td>49</td></tr> </tbody> </table>						Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Beyond NZC Level 5	-	-	-	-	-	-	NZC Level 5	-	-	-	-	-	-	NZC Level 4	-	-	-	-	5 (7%)	12 (24%)	NZC Level 3	-	-	8 (12%)	30 (51%)	42 (60%)	34 (69%)	NZC Level 2	1 (1%)	29 (44%)	51 (75%)	29 (49%)	22 (31%)	3 (6%)	NZC Level 1	100 (99%)	37 (56%)	9 (13%)	-	1 (1%)	-	Total	101	66	68	59	70	49
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Year 2	Student A	Student B	Student C	Student D	Student E	Student F	Student G	Student H	Student I	Student K
End of Year 2019	165	165	165	165	165	165	165	165	165	165
Mid Year 2020	235	350	271	328	194	235	235	165	194	271
End of Year 2020	393	440	416	371	271	303	393	303	271	393



Year 3	Student A	Student B	Student C	Student D	Student E	Student F	Student G
End of Year 2019	235	194	194	271	235	235	165
Mid Year 2020	235	235	371	303	371	371	371
End of Year 2020	271	271	371	393	440	416	416



Year 5 Target Students	Student A	Student B	Student C
End of Year 2019	463	416	483
Mid Year 2020	483	440	483
End of Year 2020	557	520	557

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>
<ul style="list-style-type: none"> Identified target students in all classes. Used school wide tacking sheets to monitor student achievement across the year using PaCT data. School wide moderation of PaCT levelling within teams and as a whole staff. Regular reading to reading with reading by student and staff in all classrooms. Use of online tool EPIC and Sunshine readers Online learning journeys were set up from term 3 in all class. Changes made to Must Do and Can Do activities that were targeted on specific teaching tasks. Students were used to using online support material after COVID Lockdown. Sight word groups taken during terms 3 and 4. Progressed tracked and shared with parents. Implemented Quick 60 for Year 2 students. Implemented sight word cards with all students not reading at green. School used peer tutors and an ACC recovery patient to assist with this. Continued with Rainbow Reading for senior classes. Continued with Lexia for older students. LSC implemented phonic programme for In Class Support Students. 	<p>Summary of Schoolwide Data:</p> <ul style="list-style-type: none"> 100% of students in Year 0-2 are reading at the appropriate curriculum level or above 86% of students in Year 3 are reading at the appropriate curriculum level or above. This is an increase of 24% since mid-year. 98% of students in Year 4 are reading at the appropriate curriculum level or above. This is an increase of 6% since mid-year. 79% of students in Year 5 are reading at the appropriate curriculum level or above. This is an increase of 32% since mid-year. 93% of students in Year 6 are reading at the appropriate curriculum level or above. This is an increase of 17% since mid-year. 21% of our students across the school are working above their expected curriculum level in reading. 1 of our Year 2 target students had left. 100% of the Year 2 target students have increased their PaCT score. 6 out of 7 Year 3 target students have increased their PaCT score. 1 of our Year 5 target students had left. 100% of the Year 5 target students have increased their PaCT score 	<ul style="list-style-type: none"> Teachers were able to identify the need to have accelerant work available for student to access. The tracking sheets provided regular opportunities for staff to look at the data provided in PaCT and then play for direct and deliberate teaching to the needs to the students. The tracking sheets provided a focus for teachers in a time of change due to COVID. Continue to re look at Must Do and Can do activities at the end of the year allowed the teachers to work together and then to have support activities. More emphasis was placed on the Must Do component rather than the Can Do. Use of online activities with a deliberate purpose were planned for and delivered to students. Investigated professional development for all staff in Structured Literacy. Students were able to read at home during COVID-19 time with parents. Use of slight words in junior classes and phonic target groups using peer tutors assist students to engage with words. Use of Smart Words and have parents to work with one-on-one students was very effective.

Planning for next year:

Re implement Quick 60 for Year 2 students.

Change from Lexia to Steps as Lexia has become expensive and we are not getting the value or increased movement in learning that we expected.

Continue with sight words for student below green on the colour wheel.

Continue with Rainbow Reading for senior students.

Engage LSC to work with in class support students earlier in the year.

Set expectations for the classes about guided readers going home and tracking of books that are sent home.

Increase the amount of sight words being memorised by students.

Staff to be trained in Structured Literacy and TOLD (Oral Language Programme) Tracking of data to continue.

Formalise the handwriting and spelling programmes being used across the school to create more similarity across teams

School Name:	Wairakei Primary School	School Number:	2066
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Strategic Aim	To improve student achievement and progress across and within the school.																																																																				
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Handwriting Application

	Novice	Developing	Apprentice	Practitioner	Proficient	Expert
Y0	68 %	32%				
Y1	10%	60%	22%	7%		
Y2		9%	68%	23%		
Y3	2%	6%	29%	48%	15%	
Y4	2%	2%	8%	46%	42%	
Y5		6%	4%	37%	33%	21%
Y6		2%	5%	18%	48%	27%

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>
<p>In 2020 the handwriting rubric was split into the development of handwriting skills and then the application of handwriting skills</p> <p>Purchased the Sheena Cameron publishing handbook to help support the presentation of work in new ways in the Te Mihi team.</p> <p>Explicit teaching of handwriting skills across the school.</p>	<p>Year 0-1 The end of year eTap Handwriting Data shows that 16/18 (88.9%) of our Year 1 students who have been at school since term 1 are working at developing or apprentice levels in handwriting. Analysis of this data shows that most of our students have progressed. Of the students who have not progressed, one has severe fine motor delays, and the other student is receiving targeted support and will continue for the remainder of the year.</p> <p>Year 1-2 The data shows that in the two areas of handwriting skills and handwriting application there has been significant progress in Y0-2 handwriting achievement. The Term 4 data for handwriting skills shows that 15/31 (48%) of Y1 students are achieving at the appropriate rubric level or above and 49/57 (86%) of Y2 students are achieving at the appropriate rubric level or above. In the area of handwriting application which involves the presentation of work the Term 4 data shows that 15/31 (48%) of Y1 students are achieving at the appropriate rubric level or above and 49/57 (86%) of Y2 students are achieving at the appropriate rubric level or above.</p> <p>Year 3</p>	<p>Year 1-2</p> <ul style="list-style-type: none"> Wairakei Primary handwriting rubric provides a standardised way across the school to make judgements regarding progress over the year. Daily handwriting - with explicit teaching of correct pencil grip and correct letter formation. Linking our handwriting programme (Handwriting Heroes) with our phonics programme (Yolanda Soryl). This has meant that letter formation is addressed several times throughout the day. Letter formation practice is used as one of the daily must-do activities. A variety of letter and sight word writing practice activities are included in daily can-do activities. Students use specific Handwriting Hero letter formation "write'n'wipe" cards to practice letter formation. Teachers use a large lined whiteboard for modelling.

	<p>The eTap Data shows that 42/63 (67 %) of Year 3 students are working at the expected practitioner or proficient levels in handwriting skills. 40/63 (63%) of Year 3 students are working at the expected level of practitioner in handwriting application.</p> <p>Analysis of our Handwriting levels from Term 1 shows that the majority of Year 3 students have progressed. In Term 1 we had 53/63 (84%) of students at developing and apprentice for handwriting skill and 10/63 (16%) of students at practitioner. While in Term 4 this dropped to 21/63 (34%) at developing and apprentice and grew to 42/63 (67%) of students at practitioner or proficient levels.</p> <p>Progression for Year 3 students for handwriting application has gone from 8/63 (13%) for practitioners in Term 1 to 40/63 (63%).</p> <p>Year 4</p> <p>The eTap Data shows that 32/61 (52%) of Year 4 students are working at the expected level of proficient in handwriting skills. 27/61 (44%) of Year 4 students are working at the expected level of proficient for handwriting application.</p> <p>Analysis of our handwriting levels from Term 1 show that the majority of Year 4 students have progressed. In Term 1 we had 61/61 (100%) of students at developing, apprentice and practitioner for handwriting skill and 0/61 (0%) of students at proficient. While in Term 4 this dropped to 8/61 (13%) at developing and apprentice and grew to 21/61 (21%) of students at practitioner and 32/61 (52%) at proficient level.</p> <p>Progression for Year 4 students for handwriting application has gone from 0/61 (0%) for proficient in Term 1 to 27/61 (44%) in Term 4.</p> <p>Year 5/6</p> <p>The 5 students working at novice in term 1 have made progress resulting in zero Year 5 and 6 students working within novice for handwriting skills by term 4. 10% of students have progressed from apprentice to practitioner. There has been a 30% increase overall in students' handwriting skills progressing to an expert level</p>	<ul style="list-style-type: none"> Students use iPad apps like Blobble Write. Students use triangular pencils to support correct pencil grip and fine motor skills. <p>Year 3/4</p> <p>Daily Must Do handwriting - using teacher modelling whiteboards across Aratiatia team</p> <p>Linking handwriting to phonics.</p> <p>Teacher led handwriting groups</p> <p>Use of handwriting success criteria and self-reflection by students to create next steps</p> <p>Purchase of desktop pencil sharpeners for each class to ensure having a sharp pencil is not a challenge.</p> <p>Integration of topic vocab into handwriting</p> <p>Including Te Reo in Handwriting</p> <p>Targeted handwriting for example a focus on the size and formation of tricky letters such as b d and p</p> <p>Clear guidelines and models for book work expectations.</p> <p>Year 5/6</p> <p>Focus on the application of handwriting skills across the curriculum at this level.</p> <p>Target students for handwriting were identified and there was specific teaching of handwriting skills.</p> <p>Students have practised and perfected their handwriting skills over the last two years.</p> <p>Purchase of calligraphy resources did show increased motivation with handwriting practise and use of different styles.</p> <p>Understanding of the 'why' of handwriting through improved presentation and pride in student work</p> <p>Sheena Cameron publishing and display was a book purchased (by DP).</p> <p>Integration of handwriting with learning languages.</p>
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	<p>by term 4. Data shows we are 32% below the strategic goal target in year 6 and 59% below the strategic goal for year 5 at the end of term 4.</p> <p>Students writing at the expert (targeted goal) level increased by 19% for year 5 and 39% for year 6 by term 4. The 2 students working at novice in term 1 have made progress to developing, resulting in zero Year 5 and 6 students working within novice for handwriting skills by term 4.</p> <p>There were zero students working at the expert level in term 1 for year 5 students, by T4, 9 students had progressed.</p> <p>At year 6 there was an increase of 23% change from term 1 - term 4 with students progressing to expert level.</p>	<p>Handwriting workshops for targeted learners</p> <p>Self-assessment checklist used in daily handwriting</p>
<p>Planning for 2021</p> <p>Team wide decisions made re: handwriting programmes to be used in 2021. Resources to be purchased to support this.</p> <p>PMP to be put into place in the Year 0-1 team.</p> <p>We have a large number of left-handed writers - what specific strategies do we need to be using to support the handwriting of these students? Discuss with RTL & LSC and research some programmes.</p> <p>Updating stationery packs to include triangular pencils and pens to support grip and fine motor skills in the junior school.</p> <p>Increased use of fine motor kits and activities including lego, playdough (rolling out snakes and forming letters) cutting, threading and pencil control activities.</p> <p>Dexterity activities.</p> <p>Changing the team stationary books to have a 7mm line (up from 5mm) with a halfway line for handwriting and writing for the middle team. We hope this change will make letter size and formation easier for students and the application of handwriting skills into student writing books will improve.</p> <p>The development of team or school wide exemplars for book work - clear expectations</p> <p>Offer a range of alternatives for must do and can do activities as part of the handwriting program - Dance mat Typing, calligraphy, making cards, memes, billboards, notices, labels etc. Make the writing authentic.</p>		

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Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>
<p>Use of Power 4 Learning (PB4L) strategies and systems across the school including:</p> <ul style="list-style-type: none"> Incentives Assemblies Link with school values <p>Power for Learning team developed and taught lessons with classes about individual managing self-opportunities.</p> <p>Teacher reinforced managing self by using Power token in the classroom and playground.</p> <p>Learning license were developed in the junior and middle school.</p> <p>Circle time was introduced by the RTLB service across all classes. Student data was collected by the RTLB for sharing with the teacher.</p> <p>Paul Prangley MOE held PLD on why behaviour happens.</p> <p>Personalised programmes set up for individual students.</p> <p>Investigated 8People teacher development programme for 2021.</p> <p>Data collected by identified coaches for 8People and training undertaken.</p> <p>Development of a behaviour management flow chart for staff to use to ensure a consistent approach to behaviour management across the school.</p> <p>Teachers were enrolled in the Incredible Years programme (unfortunately this was affected by COVID).</p> <p>Tracking of students who were unable to self-manage themselves and plans were put in place to support them.</p>	<p>Year 0-1</p> <p>The end of the year eTap Managing Self Data shows that 17/18 (94 %) of our Year 1 students who have been at school since term 1 have progressed from novice to the higher areas of apprentice and practitioner in the four areas of Managing Self; showing initiative, identifying learning goals, being responsible for their actions and trying their best (showing initiative 89 %, learning goals 94 %, responsible for actions 89 %, trying my best 94 %).</p> <p>Year 1-2</p> <p>The Managing Self data shows that in the five areas of showing initiative, Identifying learning goals, trying my best, taking responsibility for action in the classroom and taking responsibility for actions in all other areas of the school there has been significant progress in Y0-2 managing self-achievement. The Term 4 data for showing initiative shows that 28/31 (90%) of Y1 students are achieving at the appropriate rubric level or above and 56/57 (98%) of Y2 students are achieving at the appropriate rubric level or above. In the area of identifying learning goals the Term 4 data shows that 31/31 (100%) of Y1 students are achieving at the appropriate rubric level or above and 55/57 (96%) of Y2 students are achieving at the appropriate rubric level or above. In the area of trying my best the Term 4 data shows that 30/31 (97%) of Y1 students are achieving at the appropriate rubric level or above and 57/57 (100%) of Y2 students are achieving at the appropriate rubric level or above. In the area of taking responsibility for my actions in the classroom the Term 4 data shows that 30/31 (97%) of Y1 students are achieving at the appropriate rubric</p>	<p>Year 0-1</p> <p>Our behaviour management system is used effectively by teachers. The simplicity, consistency, clarity and attractive display of the 'Power Board' enables promotion of our school's POWER values and classroom behaviour expectations. The 'Powerful Purple Certificates' with reward incentives as well as the acknowledgement of all students who have made 'POWER' behaviour choices are celebrated daily.</p> <ul style="list-style-type: none"> • Our Class Treaty (behaviour expectations) is clearly visible and is reflected on daily in the classroom. • Fortnightly POWER for Learning Assemblies with team POWER draws. • Monday 'POWER' vouchers are used inside the classroom. • Coloured 'POWER' vouchers are used in the playground and during bus times. • 'POWER' is always reinforced. Power for Learning lessons are explicitly taught with teachers modelling and evidence displayed. • Learner Licences - Level 1 and 2 • Weekly Circle Time sessions. <p>Year 1-2</p> <p>Consistent and clear visual behaviour management systems and incentives are working effectively across the Ohaaki team. Importantly these are reflected upon regularly and adapted to ensure that they are still meeting the needs of the students. Changes that are made in classes are discussed at team meetings - sharing of effective practice.</p>

level or above and 57/57 (100%) of Y2 students are achieving at the appropriate rubric level or above. In the area of taking responsibility for my actions in all other areas of the school the Term 4 data shows that 30/31 (97%) of Y1 students are achieving at the appropriate rubric level or above and 56/57 (98%) of Y2 students are achieving at the appropriate rubric level or above.

Year 3

For Showing Initiative our Year 3 students have progressed from 15/63 (24%) at practitioner or expert level in Term 1 to 40/63 (64%) of students in Term 4. For Identified Learning Goals our Year 3 students have progressed from 13/63 (20%) as practitioners or experts in Term 1 to 31/63 (46%) of students in Term 4. For Try my Best at school our Year 3 students have progressed from 29/63 (46%) as practitioner or expert in Term 1 to 42/63 (67%) in Term 4. For Takes responsibility for Actions in Classroom our Year 3 students have progressed from 33/63 (52%) as practitioners or expert in Term 1 to 48/63 (75%) in Term 4. For Takes responsibility for Actions in all Other Areas our Year 3 students have progressed from 28/63 (45%) as practitioners or experts in Term 1 to 50/63 (80%) in Term 4.

Year 4

For Showing Initiative our Year 4 students have progressed from 26/61 (42%) at practitioner or expert level in Term 1 to 44/61 (72%) of students in Term 4. For Identified Learning Goals our Year 4 students have progressed from 21/61 (21%) as practitioner or expert in Term 1 to 45/61 (75%) of students in Term 4. For Try my Best at school our Year 4 students have progressed from 34/61 (56%) as practitioner or expert in Term 1 to 48/61 (79%) in

Powerful purple certificates and daily prize draw to acknowledge students who consistently show "Power for Self, others and the environment." Class Treaties are clearly visible and are reflected on daily in the classroom.

Power for Learning fortnightly assemblies and team power draws.

Power awards inside the classroom as well as in the playground, bus times.

The teachers are clear with expectations of students and there is evidence of teacher modelling and discussion around these expectations. POWER is reinforced at all times. Power for Learning lesson explicitly taught in all classes.

Integration of PB4L concepts being developed by the school.

Learner Licences - Level 1,2,3

Year 3/4

The development of positive relationships between students and teachers

Consistent and clear visual behaviour management systems and incentives

POWER awards and POWER box draws in all classes - rewarding individual behaviour

All classes have systems to reward whole class for positive behaviour

All classes have Visual Treaties that all students have contributed to and are revisited regularly

The teachers are clear with expectations of students and there is evidence of teaching of POWER 4

learning and discussion around these expectations. Circle time is happening in all classes and teachers

have received professional development in circle time to develop a positive class culture.

Use of teacher aid in class to support teacher.

Integration of PB4L concepts being developed by the school.

	<p>Term 4. For Takes responsibility for Actions in Classroom our Year 4 students have progressed from 42/61 (69%) as practitioners or experts in Term 1 to 49/61 (78%) in Term 4. For Takes responsibility for Actions in all Other Areas our Year 4 students have progressed from 32/61 (53%) as practitioner or expert in Term 1 to 47/61 (77%) in Term 4.</p> <p>While this data does show progress in the five areas of managing self behaviours for Year 3 and 4 students it also reflects the high levels of challenging behaviour students within the Aratiatia Team. students.</p> <p>Year 5-6</p> <p>Increase has almost doubled in apprentice, practitioner and expert levels for year 5 learners. Zero students are novice for Year 5 in Term 4.</p> <p>Having our students working within the practitioner stage, over both year levels, for showing initiative shows progress for our learners.</p> <p>Comparing learners who are 'identifying learning goals' in T1 and T4 progress has been made across all areas and levels.</p> <p>Still no students in Y5 have been identified as 'expert'.</p> <p>Little progress across the team when moving toward 'expert'.</p> <p>Year 5 students made good progress from apprentice to practitioner by 21%</p> <p>Year 6 students made progress from apprentice to practitioner by 19%</p> <p>Progress has been made across all year levels for each criteria level by T4.</p>	<p>Extra duties taken on and activities happening at lunchtime during term 3 when our data showed we had problems with students managing self during break times.</p> <p>Extra power draws for breaktime behaviour were also introduced at the end of term 3.</p> <p>Whole school behaviour professional development with Paul Prangley (Psychologist) around identifying behaviours and the why behind student behaviours</p> <p>Year 5/6</p> <p>Re introduction to the Learning Journey. This allows students' the opportunity to develop self-managing skills. Students' need a lot of practise and we have seen a good increase in student ability in this area. Linking Managing Self scenarios into our P4L sessions and / or circle times discussions. Think sheets for students to reflect and identify areas of development.</p> <p>More time was spent on the expectation in class and in the playground. Power for learning opportunities were offered more consistently. Draw to acknowledge Power were celebrated. Names of students who showed Power were written in the newsletter.</p> <p>Work was undertaken on the school values including staff meeting.</p> <p>Paul Prangley MOE was able to give the staff a clear understanding of behaviour and how it works in the classroom and playground for individual students. Senco created Blogs on managing self. Teachers were more accepting of the concept of managing self and how it can support learning opportunities in the classroom.</p>
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Over 50% of Y5 and Y6 are working at practitioner level or above by T4.

Zero students working at 'novice' at Y5.
Over 50% of students in Te Mihi (Y5 & 6) are working at or above practitioner level.

Progress doubled for Y6 students working at 'expert' by T4.

Planning for 2021

The Board of Trustees has decided to continue this as a goal for 2021 and to move the school to level 2 training. PB4L (Power 4 Learning) is a continued focus for 2021 across the school and links with this Managing Self Goal.

- Power 4 Learning values to be evident around the school - in classrooms, possible signage and in assemblies.
- Expansion of the Independent Learner Licenses used in Poihipi Team across the school - this includes the use of the managing self-rubric and the alignment of these with our Power 4 Learning values.
- Moderation of rubric planned for as part of school wide student profile.
- Focus on student goal setting in all levels using SMART goals format.
- Board of Trustees to consult with community on student profile and school values.
- Development of Positive Behaviour for Learning (PB4L) lessons/messages/concepts/learner profile.
- RTLB to continue to support teachers around "Circle time" - Circle Time planning book.
- Use of Positive Behaviour for Learning; Incredible Years strategies.
- Consistency of teacher expectations and knowledge of individual student needs is shared regularly.
- Individual Behaviour Plans for those students that need specific in class and playground support & Functional Behaviour Analysis.
- Introduction of 8 People to foster positive learning behaviours between teachers and their students.
- Teachers use their classroom budgets to provide incentive (rewards) for self-managed learners.
- Experts / visitors to inspire some of our lesser motivated students around a variety of topics e.g. being my best...?
- Provide opportunities for student-led workshops that allow students to build confidence.
- More focus on students identifying and setting learning goals.
- Reintroduce student-led conferences for senior students
- Regular reflection time at the end of specific learning (workshop) against success criteria - Assessment for Learning: Assessment for Learning (AFL) is an approach to teaching and learning that creates feedback which is then used to improve students' performance.
- Use the team budget for koha for experts/helpers we might invite into the school
- Plan what expenses are required from either team or class budgets during the planning session at the beginning of each term.

Wairakei School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2020, the school received total Kiwisport funding of \$5,223 (excluding GST). The funding was spent on sporting endeavours.