

# PAKURANGA HEIGHTS SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2021

#### School Directory

<b>Ministry Number:</b>	1416
<b>Principal:</b>	Fintan Kelly
<b>School Address:</b>	77 Udys Road, Pakuranga, 2010
<b>School Postal Address:</b>	77 Udys Road, Pakuranga, 2010
<b>School Phone:</b>	09 576 9209
<b>School Email:</b>	office@pakurangaheights.school.nz

#### Members of the Board of Trustees

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expires</b>
Fiona Bailey	Presiding Member	Elected	June 2022
Fintan Kelly	Principal ex Officio	Appointed	
Alex Winter	Parent Rep	Elected	June 2022
Matt Franetovich	Parent Rep	Elected	June 2022
Matthew Robertson	Parent Rep	Elected	June 2022
Rachel Makata	Parent Rep	Elected	June 2022
Sue Kandasamy	Staff Rep	Elected	June 2022

**Accountant / Service Provider:** Top Class Financial Management Services

# PAKURANGA HEIGHTS SCHOOL

Annual Report - For the year ended 31 December 2021

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# Pakuranga Heights School

## Statement of Responsibility

For the year ended 31 December 2021

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 2021 fairly reflects the financial position and operations of the school.

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

FIONA BAILEY

Full Name of Presiding Member

F. Bailey

Signature of Presiding Member

23/5/2022

Date:

Clinton Paul Kelly

Full Name of Principal

C Kelly

Signature of Principal

23/5/2022

Date:

## Pakuranga Heights School

# Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

		2021	2021	2020
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Revenue</b>				
Government Grants	2	4,358,742	4,014,803	4,507,075
Locally Raised Funds	3	157,893	182,400	223,811
Interest Earned		4,487	1,500	5,759
		<hr/>	<hr/>	<hr/>
		4,521,122	4,198,703	4,736,645
<b>Expenses</b>				
Locally Raised Funds	3	29,092	58,250	51,866
Learning Resources	4	2,894,095	2,420,083	2,740,597
Administration	5	231,653	226,150	225,044
Finance		1,981	1,400	1,936
Property	6	979,324	1,293,165	1,304,627
Depreciation	7	184,794	176,584	157,278
Loss on Disposal of Property, Plant and Equipment		7,560	200	3,040
		<hr/>	<hr/>	<hr/>
		4,328,499	4,175,832	4,484,388
<b>Net Surplus / (Deficit) for the year</b>		192,623	22,871	252,257
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
		192,623	22,871	252,257

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

## Pakuranga Heights School

### Statement of Changes in Net Assets/Equity

For the year ended 31 December 2021

	Actual 2021 \$	Budget (Unaudited) 2021 \$	Actual 2020 \$
<b>Balance at 1 January</b>	<u>1,516,487</u>	<u>1,516,487</u>	<u>1,264,230</u>
Total comprehensive revenue and expense for the year	192,623	22,871	252,257
<b>Equity at 31 December</b>	<u>1,709,110</u>	<u>1,539,358</u>	<u>1,516,487</u>
Retained Earnings	1,709,110	1,539,358	1,516,487
Reserves	-	-	-
<b>Equity at 31 December</b>	<u>1,709,110</u>	<u>1,539,358</u>	<u>1,516,487</u>

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.

# Pakuranga Heights School

## Statement of Financial Position

As at 31 December 2021

		2021	2021	2020
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	8	559,843	156,847	18,444
Accounts Receivable	9	213,866	186,082	271,803
GST Receivable		-	13,909	13,909
Prepayments		20,988	3,420	3,421
Inventories	10	10,898	9,789	9,789
Investments	11	550,000	450,000	450,000
		<u>1,355,595</u>	<u>820,047</u>	<u>767,366</u>
<b>Current Liabilities</b>				
GST Payable		6,790	-	-
Accounts Payable	13	224,321	216,763	216,763
Revenue Received in Advance	14	10,000	-	-
Provision for Cyclical Maintenance	15	50,538	64,000	43,629
Finance Lease Liability	16	11,007	11,500	12,369
Funds held for Capital Works Projects	17	328,519	-	3,754
		<u>631,175</u>	<u>292,263</u>	<u>276,515</u>
<b>Working Capital Surplus/(Deficit)</b>		724,420	527,784	490,851
<b>Non-current Assets</b>				
Property, Plant and Equipment	12	1,090,730	1,118,574	1,139,952
		<u>1,090,730</u>	<u>1,118,574</u>	<u>1,139,952</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	15	101,261	102,000	98,530
Finance Lease Liability	16	4,779	5,000	15,786
		<u>106,040</u>	<u>107,000</u>	<u>114,316</u>
<b>Net Assets</b>		<u>1,709,110</u>	<u>1,539,358</u>	<u>1,516,487</u>
<b>Equity</b>		<u>1,709,110</u>	<u>1,539,358</u>	<u>1,516,487</u>

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

# Pakuranga Heights School

## Statement of Cash Flows

For the year ended 31 December 2021

		2021	2021	2021
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
<b>Cash flows from Operating Activities</b>				
Government Grants		1,205,597	1,151,468	1,105,514
Locally Raised Funds		167,053	182,815	177,786
Goods and Services Tax (net)		20,699	-	(9,209)
Payments to Employees		(490,808)	(475,850)	(480,497)
Payments to Suppliers		(430,690)	(525,354)	(420,590)
Cyclical Maintenance Payments in the year		(2,095)	(24,059)	-
Interest Paid		(1,981)	(1,400)	(1,936)
Interest Received		4,360	1,598	8,068
Net cash from / (to) the Operating Activities		472,135	309,218	379,136
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of PPE (and Intangibles)		(2,560)	(4,483)	-
Purchase of PPE (and Intangibles)		(146,218)	(150,923)	1,960
Purchase of Investments		(100,000)	-	(559,998)
Proceeds from Sale of Investments		-	-	(148,295)
Net cash from / (to) the Investing Activities		(248,778)	(155,406)	(706,333)
<b>Cash flows from Financing Activities</b>				
Finance Lease Payments		(6,723)	(11,655)	3,882
Funds Held for Capital Works Projects		324,765	(3,754)	(53,420)
Net cash from / to Financing Activities		318,042	(15,409)	(49,538)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>541,399</b>	<b>138,403</b>	<b>(376,735)</b>
Cash and cash equivalents at the beginning of the year	8	18,444	18,444	395,179
<b>Cash and cash equivalents at the end of the year</b>	8	<b>559,843</b>	<b>156,847</b>	<b>18,444</b>

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

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

# Pakuranga Heights School

## Notes to the Financial Statements

### For the year ended 31 December 2021

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Pakuranga Heights 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 2021 to 31 December 2021 and in accordance with the requirements of the Education and Training Act 2020.

###### **Basis of Preparation**

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

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

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

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

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

###### **Measurement Base**

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

###### **Presentation Currency**

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

###### **Specific Accounting Policies**

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

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

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

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



### **Cyclical Maintenance**

The 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.

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

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

### **Other Grants**

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

For Integrated schools this note should also include the following:

Grants for the use of land and buildings are also 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 Proprietor. Use of land and building grants are recorded as income in the period the school uses the land and building.

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

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

### **Interest Revenue**

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

### **d) Finance Lease Payments**

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

### **e) Cash and Cash Equivalents**

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

### **f) Accounts Receivable**

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

### **g) Inventories**

Inventories are consumable items held for sale and 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.

### **h) Investments**

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

### **i) Property, Plant and Equipment**

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

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

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

Property, plant and equipment acquired with individual values under \$500 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

### **Finance Leases**

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

### **Depreciation**

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	20 years
Furniture and equipment	5–10 years
Information and communication technology	5 years
Motor vehicles	10 years
Leased assets held under a Finance Lease	3 years
Library resources	12.5% Diminishing value

### **j) 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.

### **k) 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.

### **l) Revenue Received in Advance**

Revenue received in advance relates to a Beginning Teacher induction Grant received December 2021 for use in 2022, where there are unfulfilled obligations for the School to provide for services in the future.

### **m) Provision for Cyclical Maintenance**

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

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on an up to date 10 Year Property Plan (10YPP) or another appropriate source of evidence.

### **n) 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.

### **o) 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.

**p) Budget Figures**

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

**q) Services received in-kind**

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

## 2. Government Grants

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Operational grants	918,627	864,534	913,798
Teachers' salaries grants	2,467,757	1,935,778	2,336,439
Use of Land and Buildings grants	758,749	1,012,765	1,063,811
Other MoE Grants	213,609	201,726	193,027
	<u>4,358,742</u>	<u>4,014,803</u>	<u>4,507,075</u>

The school has opted in to the donations scheme for this year. Total amount received was \$77,700.

## 3. Locally Raised Funds

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Revenue</b>			
Donations & Bequests	17,815	30,000	3,326
Fundraising and Community Grants	9,974	27,000	15,555
Other revenue	-	-	63,302
Trading	27,046	20,750	26,780
Curriculum related Activities - Purchase of goods and services	103,058	104,650	114,848
	<u>157,893</u>	<u>182,400</u>	<u>223,811</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	3,259	34,150	17,548
Trading	21,348	20,000	22,253
Fundraising and Community Grant Costs	4,485	4,100	12,065
	<u>29,092</u>	<u>58,250</u>	<u>51,866</u>
<i>Surplus for the year Locally raised funds</i>	<u>128,801</u>	<u>124,150</u>	<u>171,945</u>

## 4. Learning Resources

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Curricular	32,898	72,805	53,403
Information and communication technology	50,234	61,500	42,916
Library resources	370	1,000	549
Employee benefits - salaries	2,756,626	2,216,278	2,607,723
Resource/attached teacher costs	7,348	4,500	2,824
Staff development	46,619	64,000	33,182
	<u>2,894,095</u>	<u>2,420,083</u>	<u>2,740,597</u>

## 5. Administration

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Audit Fee	7,340	5,500	7,340
Board of Trustees Fees	3,350	3,400	2,500
Board of Trustees Expenses	12,746	17,500	9,532
Communication	6,183	7,000	6,609
Consumables	24,965	30,000	27,679
Other	10,768	13,000	9,361
Employee Benefits - Salaries	148,333	136,350	143,699
Insurance	11,068	6,500	11,424
Service Providers, Contractors and Consultancy	6,900	6,900	6,900
	<u>231,653</u>	<u>226,150</u>	<u>225,044</u>

## 6. Property

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Caretaking and Cleaning Consumables	24,096	23,000	19,548
Consultancy and Contract Services	65,000	65,000	61,950
Cyclical Maintenance Provision	11,735	47,900	27,833
Grounds	8,280	3,000	1,740
Heat, Light and Water	19,384	24,500	19,654
Repairs and Maintenance	30,545	50,000	43,835
Use of Land and Buildings	758,749	1,012,765	1,063,811
Security	7,807	8,000	8,426
Employee Benefits - Salaries	53,728	59,000	57,830
	<u>979,324</u>	<u>1,293,165</u>	<u>1,304,627</u>

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

## 7. Depreciation

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Building Improvements	9,326	8,912	9,179
Furniture and Equipment	116,884	111,691	89,885
Information and Communication Technology	40,841	39,027	43,329
Leased Assets	12,131	11,591	9,232
Library Resources	1,130	1,080	1,171
Motor Vehicle	4,482	4,283	4,482
	<u>184,794</u>	<u>176,584</u>	<u>157,278</u>

## 8. Cash and Cash Equivalents

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash on Hand	100	100	100
Bank Accounts	547,329	144,247	5,938
Bank Call Account	12,414	12,500	12,406
Cash equivalents and bank overdraft for Cash Flow Statement	<u>559,843</u>	<u>156,847</u>	<u>18,444</u>

Of the **\$559,843** Cash and Cash Equivalents, **\$328,519** is held by the School on behalf of the Ministry of Education. These funds are required to be spent in **2021** on Crown owned school buildings under the School's Five Year Property Plan.

## 9. Accounts Receivable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Receivables	9,755	8,500	8,915
Receivables from the Ministry of Education	11,847	-	85,208
Interest Receivable	1,725	1,500	1,598
Teacher Salaries Grant Receivable	190,539	176,082	176,082
	<u>213,866</u>	<u>186,082</u>	<u>271,803</u>
Receivables from Exchange Transactions	11,480	10,000	10,513
Receivables from Non-Exchange Transactions	202,386	176,082	261,290
	<u>213,866</u>	<u>186,082</u>	<u>271,803</u>

## 10. Inventories

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Stationery	1,310	2,660	2,660
School Uniforms	9,588	7,129	7,129
	<u>10,898</u>	<u>9,789</u>	<u>9,789</u>

## 11. Investments

The School's investment activities are classified as follows:

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Asset			
Short-term Bank Deposits	550,000	450,000	450,000

## 12. Property, Plant and Equipment

2021	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Building Improvements	104,647	7,100	(1,073)	-	(9,326)	<b>101,348</b>
Furniture and Equipment	865,603	103,713	(4,459)	-	(116,884)	<b>847,973</b>
Information and Communication Technology	105,414	32,190	(2,111)	-	(40,841)	<b>94,652</b>
Motor Vehicles	27,283	-	-	-	(4,482)	<b>22,801</b>
Leased Assets	28,806	-	(628)	-	(12,131)	<b>16,047</b>
Library Resources	8,199	1,224	(384)	-	(1,130)	<b>7,909</b>
<b>Balance at 31 December 2021</b>	<b>1,139,952</b>	<b>144,227</b>	<b>(8,655)</b>	<b>-</b>	<b>(184,794)</b>	<b>1,090,730</b>

The net carrying value of equipment held under a finance lease is \$22,801. (2020:\$28,806)

	2021 Cost or \$	2021 Accumulated \$	2021 Net Book \$	2020 Cost or \$	2020 Accumulated \$	2020 Net Book \$
Building Improvements	520,938	(419,590)	<b>101,348</b>	515,597	(410,950)	<b>104,647</b>
Furniture and Equipment	1,468,274	(620,301)	<b>847,973</b>	1,390,664	(525,061)	<b>865,603</b>
Information and Communication Tech	364,043	(269,391)	<b>94,652</b>	364,673	(259,259)	<b>105,414</b>
Motor Vehicles	44,819	(22,018)	<b>22,801</b>	44,819	(17,536)	<b>27,283</b>
Leased Assets	36,395	(20,348)	<b>16,047</b>	42,041	(13,235)	<b>28,806</b>
Library Resources	82,377	(74,468)	<b>7,909</b>	42,978	(34,779)	<b>8,199</b>
<b>Balance at 31 December</b>	<b>2,516,846</b>	<b>(1,426,116)</b>	<b>1,090,730</b>	<b>2,400,772</b>	<b>(1,260,820)</b>	<b>1,139,952</b>

## 13. Accounts Payable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Creditors	15,282	22,318	22,318
Accruals	8,894	8,879	8,879
Employee Entitlements - salaries	190,539	178,126	178,126
Employee Entitlements - leave accrual	9,606	7,440	7,440
	<b>224,321</b>	<b>216,763</b>	<b>216,763</b>
Payables for Exchange Transactions	224,321	216,763	216,763
	<b>224,321</b>	<b>216,763</b>	<b>216,763</b>

The carrying value of payables approximates their fair value.

## 14. Revenue Received in Advance

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
Other revenue in Advance	10,000	-	-



## 15. Provision for Cyclical Maintenance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Provision at the Start of the Year	142,159	114,326	114,326
Increase to the Provision During the Year	11,735	47,900	27,833
Use of the Provision During the Year	(2,095)	3,774	-
Provision at the End of the Year	<u>151,799</u>	<u>166,000</u>	<u>142,159</u>
Cyclical Maintenance - Current	50,538	64,000	43,629
Cyclical Maintenance - Term	101,261	102,000	98,530
	<u>151,799</u>	<u>166,000</u>	<u>142,159</u>

## 16. Finance Lease Liability

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
No Later than One Year	11,956	11,500	14,351
Later than One Year and no Later than Five Years	4,972	5,000	16,929
Later than Five Years	-	-	-
Future Finance Charges	(1,142)	-	(3,125)
	<u>15,786</u>	<u>16,500</u>	<u>28,155</u>

## 17. Funds Held for Capital Works Projects

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

	2021	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
New Block Replacement Teaching Spaces	<i>in progress</i>	3,754	-	-	-	3,754
Hall Water	<i>in progress</i>	(37,320)	295,000	(269,527)	-	(11,847)
Turf under shade middle school	<i>completed</i>	(15,500)	19,617	(4,117)	-	-
Middle School Playground	<i>completed</i>	(21,488)	21,488	-	-	-
Block 3 ILD Rooms 18/19	<i>in progress</i>	(10,900)	369,000	(33,335)	-	324,765
Totals		<u>(81,454)</u>	<u>705,105</u>	<u>(306,979)</u>	<u>-</u>	<u>316,672</u>

### Represented by:

Funds Held on Behalf of the Ministry of Education	328,519
Funds Due from the Ministry of Education	11,847
	<u>316,672</u>

## 17. Funds Held for Capital Works Projects (Cont)

	2020	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
New Block Replacement Teaching Spaces	<i>in progress</i>	(12,640)	56,416	(40,022)	-	3,754
Special Needs Modifications	<i>completed</i>	(21,507)	21,507	-	-	-
Rationalisation Block 8 & 16	<i>completed</i>	57,173	77	(70,059)	12,809	-
Hall Water	<i>in progress</i>	-	-	(37,320)	-	(37,320)
Turf under shade middle school	<i>in progress</i>	-	52,835	(68,335)	-	(15,500)
Middle School Playground	<i>in progress</i>	-	93,400	(114,888)	-	(21,488)
Block 3 ILD Rooms 18/19	<i>in progress</i>	-	-	(10,900)	-	(10,900)
Totals		23,026	224,235	(341,524)	12,809	(81,454)

## 18. Related Party Transactions

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

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

## 19. Remuneration

### Key management personnel compensation

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

	2021 Actual \$	2020 Actual \$
<i>Board Members</i>		
Remuneration	3,350	2,500
<i>Leadership Team</i>		
Remuneration	426,859	465,289
Full-time equivalent members	3.50	4
Total key management personnel remuneration	430,209	467,789

There are 6 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. The Board also has Finance 1 and Property 1 that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### Principal

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

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150-160	160 - 170
Benefits and Other Emoluments	4 - 5	4 - 5
Termination Benefits	-	-

## 19. Remuneration (Cont)

### Other Employees

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

Remuneration \$000	2021 FTE Number	2020 FTE Number
110 - 120	1.00	0.00
100 - 110	2.00	3.00
	<u>3.00</u>	<u>3.00</u>

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

## 20. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be 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:

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

## 21. Contingencies

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

### Holidays Act Compliance – schools payroll

The Ministry of Education performs payroll processing and payments on behalf of 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 2021, a contingent liability for the school may exist.

## 22. Commitments

### (a) Capital Commitments

There were no Commitments as at **31 December 2021**.

(Capital Commitments as at 31 December 2020 Nil)

### (b) Operating Commitments

There are no operational leases as at 31 December 2021.

(Operating Commitments as at 31 December 2020 Nil)

### 23. Financial Instruments

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

<b>Financial assets measured at amortised cost</b>	<b>2021</b>	<b>2021</b>	<b>2020</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Cash and Cash Equivalents	559,843	156,847	18,444
Receivables	213,866	186,082	271,803
Investments - Term Deposits	550,000	450,000	450,000
Total Financial assets measured at amortised cost	<u>1,323,709</u>	<u>792,929</u>	<u>740,247</u>
<b>Financial liabilities measured at amortised cost</b>			
Payables	224,321	216,763	216,763
Finance Leases	15,786	16,500	28,155
Total Financial Liabilities Measured at Amortised Cost	<u>240,107</u>	<u>233,263</u>	<u>244,918</u>

### 24. Events After Balance Date

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

### 25. Comparatives

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

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## Independent Auditor's Report

### To the readers of Pakuranga Heights School's Financial statements For the year ended 31 December 2021

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

### Opinion

We have audited the financial statements of the School on pages 2 to 18, that comprise the statement of financial position as at 31 December 2021, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 24 May 2022. This is the date at which our opinion is expressed.

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

### Basis of opinion

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

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

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

## Responsibilities of the Board for the financial statements

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

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

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

## Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

### Other information

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

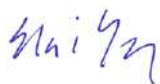
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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

### Independence

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

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

A handwritten signature in blue ink, appearing to read 'Elaine Yong'.

**Elaine Yong**  
RSM Hayes Audit  
On behalf of the Auditor-General  
Auckland, New Zealand

# PAKURANGA HEIGHTS PRIMARY SCHOOL



  
*Reaching new heights together*

**SCHOOL NUMBER 1416**

**Analysis of Variance 2021**



# ANNUAL PLAN 2021

Due to the covid restrictions school was in lockdown from August to December - No valid testing possible

## STUDENT LEARNING AND ACHIEVEMENT ACTION PLAN FOR 2021

### ANNUAL ACHIEVEMENT TARGETS:

Our aim at Pakuranga Heights is to strive for 80% of students achieving at their curriculum level using learning progressions and Overall Teacher Judgements. On closer look at the 2020 data and taking into account the impact of Covid-19 the following specific school goals have been set for each cohort:

### FOCUS

The focus will be on raising achievement in reading, writing and maths for Year 3, 4 and 5 cohorts

Target and Outcomes	TARGET READING				TARGET WRITING				TARGET MATHS			
	2021 N/A	2020 (outcome)	2019 (outcome)	2018 (outcome)	2021 N/A	2020 (outcome)	2019 (outcome)	2018 (outcome)	2021 N/A	2020 (outcome)	2019 (outcome)	2018 (outcome)
End of Year 1	70%	70% (58%)	70% (52%)	70% (55%)	95%	90% (94%)	90% (96%)	90% (90%)	90%	90% (83%)	90% (94%)	90% (90%)
End of Year 2	70%	70% (75%)	70% (70%)	75% (73%)	80%	85% (75%)	85% (78%)	90% (85%)	90%	85% (78%)	85% (85%)	85% (91%)
End of Year 3	80%	80% (59%)	80% (70%)	85% (76%)	80%	80% (49%)	75% (80%)	80% (71%)	80%	80% (46%)	85% (81%)	85% (69%)
End of Year 4	70%	80% (60%)	80% (72%)	80% (82%)	75%	80% (68%)	75% (80%)	80% (76%)	75%	80% (59%)	80% (60%)	80% (74%)
End of Year 5	75%	80% (61%)	85% (55%)	80% (64%)	75%	80% (57%)	80% (52%)	80% (60%)	75%	70% (58%)	80% (71%)	80% (70%)
End of Year 6	80%	70% (75%)	75% (63%)	80% (70%)	80%	70% (67%)	75% (66%)	75% (73%)	80%	80% (72%)	80% (69%)	80% (62%)

# ANNUAL PLAN 2021 - SCHOOL GOALS

## PAKURANGA HEIGHTS STRATEGIC GOALS 2020 - 2022

Through a focus on equity and excellence, improve student achievement by:

1.0	Supporting educational outcomes for students who are currently not achieving or at risk of not achieving	1.1	Implement, track and review programmes to accelerate student learning e.g. ESOL, Quick 60, Reading Recovery	<b>LINKS TO THE STRATEGIC PLAN</b> Stewardship Responsive Curriculum Reciprocal Connectedness Strengthening and Prioritising Wellbeing Strengthening Collaboration
		1.2	Continue to develop collaborative inquiries that promote effective pedagogies and practices	
		1.3	Continue to strengthen a cross curricular approach to learning	
		1.4	Target teacher professional learning to meet identified student needs	
2.0	Underpinning effective teaching and learning through a culturally responsive and inquiry based approach that promotes student voice and agency	2.1	Continue to use and strengthen teaching as inquiry model	<b>LINKS TO THE STRATEGIC PLAN</b> Stewardship Responsive Curriculum Reciprocal Connectedness Strengthening and Prioritising Wellbeing Strengthening Collaboration
		2.2	Enable students to have the understanding and enhanced opportunities to be a part of the learning design and to take action to intervene in the learning process, to affect outcomes and become powerful lifelong learners	
		2.3	Implement culturally responsive programmes that use the knowledge and expertise of diverse people who can contribute to student learning e.g. whanau, iwi and other community members	
		2.4	Continue to strengthen connections with whanau, hapu and iwi to recognise the values and priorities that will support Maori students identity, language and culture.	

3.0	Responding to, and integrating, e-learning and digital technologies through all learning areas	3.1	Support all teachers to have a shared understanding of, and effectively implement the new technology curriculum	<b>LINKS TO THE STRATEGIC PLAN</b> Stewardship Responsive Curriculum Reciprocal Connectedness Strengthening and Prioritising Wellbeing Strengthening Collaboration
		3.2	Respond to ongoing changes, new learning, and students interests and needs	
		3.3	Increase and strengthen student and parental awareness and responsibility in regards to digital safety and citizenship	
		3.4	Continue to develop a digital platform for student learning and agency e.g. eTAP, Google sites, Hapara, and real time reporting to parents	
4.0	Ensuring staff and student wellbeing through deliberate actions and the promotion of school and community values	4.1	Continue to strengthen the school values and wellbeing priorities in relationships, curriculum and co-curricular activities e.g. student NZCER Wellbeing Survey results , student leaders, student voice	<b>LINKS TO THE STRATEGIC PLAN</b> Stewardship Responsive Curriculum Reciprocal Connectedness Strengthening and Prioritising Wellbeing Strengthening Collaboration
		4.2	Establish a staff wellbeing team	
5.0	Developing leadership capabilities in every teacher	5.1	Enable and support every teacher to have the opportunity to develop their leadership skills e.g. curricular, co-curricular, community, new initiatives etc	<b>LINKS TO THE STRATEGIC PLAN</b> Stewardship Responsive Curriculum Reciprocal Connectedness Strengthening and Prioritising Wellbeing Strengthening Collaboration

# ACTION PLAN FOR SCHOOL GOALS 2021

Due to the covid restrictions school was in lockdown from August to December - Learning was online

**GOAL 1: Supporting educational outcomes for students who are currently not achieving or at risk of not achieving. Through a focus on equity and excellence, improve student achievement by:**

Subgoals		Actions to Achieve Goals	Resourcing (Personnel and Budgets)	Outcomes
1.2	Continue to develop collaborative inquiries that promote effective pedagogies and practices	<ul style="list-style-type: none"> <li>Teacher initiated collaborative inquiries discussed at team meetings, termly evaluations, senior team (clear links to inquiry approach)</li> <li>Collaborative inquiries shared with staff and Board of Trustees,</li> <li>Teaching as inquiry circles - 2 meetings per term</li> </ul>	Senior Management Team Leaders	<ul style="list-style-type: none"> <li>Term 1 - lockdown</li> <li>Term 2 initiated- PLD provided to teams and inquiry meetings held fortnightly</li> <li>A teacher inquiry model trialled by teachers in 2020 is being used across all teams and monitored.</li> <li>Collaborative inquiries are done in teams and shared</li> <li><b>Continue to embed collaborative inquiries in 2022</b></li> </ul>
1.3	Continue to strengthen a cross curricular approach to learning	<ul style="list-style-type: none"> <li>Strong connections between curriculum areas e.g. reading / writing, P.E. / maths, dispositions, ESOL / etc</li> <li>Inquiry learning is embedded in classroom practice</li> </ul>	Senior leaders Curriculum leaders Student voice	<ul style="list-style-type: none"> <li>Term 1 - lockdown</li> <li>Planning teams comprise of staff from across the school</li> <li>Student voice collected</li> <li>ERO review recommendations implemented</li> <li><b>2022 - New staff to be given professional development in curriculum design and application of an integrated and integral curriculum</b></li> </ul>

1.4	<b>Target teacher professional learning to meet identified student needs</b>	<ul style="list-style-type: none"> <li>● Staff Professional Learning and Development</li> <li>● Continue Incredible Years Programme (IYP) – selected staff</li> <li>● Targeted PLD areas and/or students</li> <li>● PLD around specific needs of teacher or team e.g. coaching, mentoring, team goals, growth mindset</li> </ul>	PLD Budgets (focus on reading) ESOL Learning Assistants Leaders	<ul style="list-style-type: none"> <li>● Targeted professional learning based on specific needs of students and teachers</li> <li>● Focussed PLD sessions with external consultants for leaders and staff</li> <li>● Involvement and transfer of skills from IYP continued involvement by 2 staff members</li> <li>● PLD needs identified through observations, appraisals, surveys, walkthroughs and self evaluations</li> <li>● See 2021 Professional Development Plan.</li> </ul>
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**GOAL 2: Underpinning effective teaching and learning through a culturally responsive and inquiry based approach that promotes student voice and agency**

Subgoals		Actions to Achieve Goals	Resourcing (Personnel and Budgets)	Outcomes
2.1	Continue to use and strengthen teacher as inquiry model	<ul style="list-style-type: none"> <li>Strengthen teaching as inquiry and</li> <li>collaborative inquiry conversations through regular meeting and using coaching skills when challenging evidence</li> <li>Targeted professional learning</li> </ul>	PLD budget Education Group Staff meeting Team meetings	<ul style="list-style-type: none"> <li>Reflections are ongoing and completed in termly evaluation docs- reviewed regularly</li> <li>See Goal 1</li> </ul>
2.2	Enable students to have the understanding and enhanced opportunities to be a part of the learning design and to take action to intervene in the learning process, to affect outcomes and become powerful lifelong learners	<ul style="list-style-type: none"> <li>Increase student agency in inquiry learning by unpacking the dispositions</li> <li>Strengthen the use of the Pakuranga Heights Inquiry Model and higher order thinking maps e.g. solo taxonomy</li> </ul>	Inquiry budget Staff Meeting Student focus groups – student leaders Team meetings	<ul style="list-style-type: none"> <li>Student voice targeted for choice of inquiry topics</li> <li>Student leader inquiries for school wide initiatives</li> <li><b>Recommendation to review and redevelop the school dispositions in 2022</b></li> <li><b>Continued focus to strengthen use of Pakuranga Heights Inquiry model and higher order thinking maps in 2022</b></li> </ul>

2.3	<p><b>Implement culturally responsive programmes that use the knowledge and expertise of diverse people who can contribute to student learning e.g. whanau, iwi and other community members</b></p>	<ul style="list-style-type: none"> <li>● Specialised science teacher in senior school</li> <li>● Specialised Te Reo programme in middle school</li> <li>● Implement culturally responsive</li> <li>● Inquiry planning- planning period one will cover e.g. “what is my culture”, ESOL programmes</li> </ul>	<p>Māori Budget ESOL Budget PLD budget Library budget</p>	<ul style="list-style-type: none"> <li>● Specialised science teacher in middle and senior school</li> <li>● Junior Kapa Haka</li> <li>● Senior Kapa Haka</li> <li>● Distributive leadership for culturally responsive programmes, e.g. Kapa Haka leadership</li> <li>● Moved planning period one to cover Cultural Inquiry</li> <li>● <b>Cultural festival moved to term 1 2022</b></li> <li>● <b>Culturally responsive inquiry term 1 2022</b></li> <li>● <b>Funding application underway for staff PLD for 2022 in delivering a culturally responsive curriculum</b></li> <li>● <b>Cultural team to be set up in 2022 to promote other cultures</b></li> </ul>
2.4	<p><b>Develop connections with whanau, hapu and iwi to recognise the values and priorities that will support Maori students identity, language and culture.</b></p>	<ul style="list-style-type: none"> <li>● Establish stronger links with whānau, hapu and iwi</li> <li>● Continue to develop and promote</li> <li>● attendance at huis</li> <li>● Strengthen connections with local marae</li> </ul>	<p>Māori budget PLD budget Māori Team Parent liaison</p>	<ul style="list-style-type: none"> <li>● Many of these items moved to 2022 due to 2021 covid lockdowns and restrictions</li> </ul>

**GOAL 3: Responding to, and integrating, e-learning and digital technologies through all learning areas**

Subgoals		Actions to Achieve Goals	Resourcing (Personnel and Budgets)	Outcomes
3.1	Support all teachers to have a shared understanding of, and effectively use, digital technologies across the curriculum	<ul style="list-style-type: none"> <li>Continue to build staff knowledge of the new technology curriculum</li> <li>Provide professional learning opportunities in the use of digital technologies creatively in programmes to enhance teaching and learning to improve outcomes for students</li> </ul>	e-Learning team PLD budget Targeted PD	<ul style="list-style-type: none"> <li>Jacqui Sharpe- external consultant has worked with staff all year and remotely in lockdown. Teacher skills have improved and lessons are made engaging. Devices are used to enhance teaching and learning</li> <li>A fully fitted STEM classroom was set up this year</li> <li>Lunch time clubs such as maker space, junior and senior lego clubs have been set up and functioning this year</li> <li><b>Jacqui Sharpe will continue to work with staff in 2022</b></li> </ul>
3.2	Promote teacher self-regulation to respond to ongoing changes, new learning, and students interests and needs	<ul style="list-style-type: none"> <li>Encourage all staff to be future focussed by implementing innovative programmes that will engage 21st century learners</li> </ul>	Senior leaders e-Learning leader	<ul style="list-style-type: none"> <li>Online learning has provided opportunities for this to be developed significantly</li> <li>E-Learning leader and eLearning facilitator providing in class support</li> <li>Lessons delivered are more engaging and innovative</li> <li><b>Continue to embed in 2022</b></li> </ul>



3.3	<p><b>Develop a digital platform for student learning and agency e.g. Hapara , eTAP, Google sites etc</b></p>	<ul style="list-style-type: none"> <li>● Review digital platforms in use and create a plan going forward for student agency</li> <li>● Visit school who have initiated real time reporting to parents</li> </ul>	<p>e-Learning team PLD budget Targeted PD Senior team</p>	<ul style="list-style-type: none"> <li>● Elearning team have put a plan in place for funded professional development in 2022</li> <li>● <b>Digital platforms reviewed in late 2021 and recommendations implemented in 2021-2023</b></li> <li>● <b>Investigate types of real time reporting 2022</b></li> </ul>
3.4	<p><b>Increase student awareness and responsibility in regards to digital safety and citizenship</b></p>	<ul style="list-style-type: none"> <li>● Review staff digital citizenship contract</li> <li>● Ensure that digital safety and awareness is included in classroom programmes as part of planning period one. Revisit every term</li> <li>● Organise an outside expert to run information sessions with staff, students and parents</li> </ul>	<p>e-Learning team PLD budget Targeted PD Senior team</p>	<ul style="list-style-type: none"> <li>● Policy and student citizenship contracts reviewed.</li> <li>● <b>Continue to be revised and implement recommendations in 2022</b></li> <li>● <b>Outside experts to run information sessions for the community investigated in 2021 and had to be deferred until 2022 because of lockdown restrictions and the hall being out of commission for part of the year.</b></li> </ul>

**GOAL 4: Ensuring staff and student wellbeing through deliberate actions and the promotion of school and community values**

Subgoals		Actions to Achieve Goals	Resourcing (Personnel and Budgets)	Outcomes
4.1	<p>Action the values and wellbeing priorities, ensuring they are evident in relationships, curriculum and co-curricular activities e.g. Student leaders</p>	<ul style="list-style-type: none"> <li>Continue to promote student led activities that show the values</li> <li>Student leaders coaching and speech training opportunities</li> <li>Ensure strong links to the PB4L initiative</li> <li>Strengthen and ensure consistency of linking the day to day learning in class to the values</li> </ul>	<p>Team leaders Senior team Teachers SENCo Budget allocation – staff recognition eg: awards</p>	<ul style="list-style-type: none"> <li>Staff and community well-being surveys undertaken during and post covid</li> <li><b>Student coaches have been trained to coach their peers - further imbed in 2022</b></li> <li>Programmes and calendar reviewed by staff and changes made to meet the well-being priorities</li> <li>PB4L now embedded in the school</li> <li>Regular PB4L focus in staff admin meetings</li> <li>2 staff accepted to complete the Incredible Years Teaching programme (cancelled due to lockdown)</li> </ul>
4.2	<p>Establish a staff wellbeing team</p>	<ul style="list-style-type: none"> <li>Establish a staff wellbeing team that will develop initiatives and / or activities</li> <li>Provide opportunities for staff to bond and recharge</li> <li>Make opportunities available to support staff wellbeing e.g. time savers, organisation aides etc</li> </ul>	<p>PLD budget Hauora budget Staff volunteers Senior team</p>	<ul style="list-style-type: none"> <li>A well being team has been established</li> <li>The activities planned had to be postponed due to covid restrictions</li> </ul>

**GOAL 5: Developing leadership capabilities in every teacher**

Subgoals		Actions to Achieve Goals	Resourcing (Personnel and Budgets)	Outcomes
5.1	Enable every teacher to have the opportunity to develop their leadership skills e.g. curricular, co-curricular, community; new initiatives etc	<ul style="list-style-type: none"> <li>● Familiarise new leaders with the 'Leadership Capabilities Framework'</li> <li>● Include capabilities in new staff job descriptions</li> <li>● Establish leadership plans around areas of responsibility</li> <li>● Opportunity to share leadership aspirations through annual staffing intentions document</li> </ul>	Targeted PLD with Dr. Nicky Knight PLD budget Senior leaders	<ul style="list-style-type: none"> <li>● Action plans were presented by curriculum leaders at the TOD in February</li> <li>● Middle Leaders received PLD provided by Dr Nicky Knight</li> <li>● Lead teacher job descriptions reviewed</li> <li>● Staff given the opportunity to be mentors &amp; associate teachers</li> </ul>



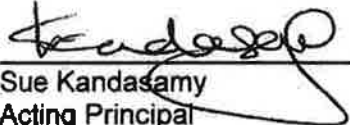
15 February 2022

### STATEMENT ON KIWISPORT FUNDING

Kiwisport is a Government funding initiative to support students participation in organised sport.

In 2021, the school received a total Kiwisport funding of \$7,789.31 excluding GST.

The funding was spent on upgrading sporting equipment and uniforms and on transporting students to the swimming pool for lessons and interschool events.

  
Sue Kandasamy  
Acting Principal