



REDOUBT NORTH
PRIMARY SCHOOL

REDOUBT NORTH SCHOOL CHARTER 2020 MISSION STATEMENT

We aspire to provide a caring and positive learning environment empowering students to become active life long learners who are confident and able to communicate and progress in an ever-changing world.

SOCIAL GOALS

- They are made possible by:
- welcoming all learners in our community;
 - valuing and accepting individual differences with mutual respect;
 - understanding and respecting the achievements of others;
 - enhancing self-esteem, self confidence;
 - developing a sense of humility, courage and respect.
 - providing an environment where risk taking is encouraged;

EDUCATION GOALS

- They are made possible by:
- challenging all students to achieve personal standards of excellence.
 - implementing effective literacy and numeracy programmes that are reviewed constantly to meet individual needs;
 - giving opportunities for all students to express themselves in a variety of ways to a range of audiences;
 - enhancing learning through the use of information and communication technology;
 - providing opportunities for personal growth, building on staff and student strengths;
 - encouraging student curiosity at the same time equipping students with knowledge and skills needed for successful lifelong learning;
 - promoting a good sense of citizenship by allowing student decision-making;
 - developing knowledge and understandings of the principles of the Treaty of Waitangi
 - Providing an inclusive education for all students

LOCAL GOALS

- They are made possible by:
- encouraging respect and care of the environment;
 - communicating effectively with parents and the community;
 - providing a safe physical and emotional environment;
 - developing identity and self worth of the heritage and cultures of one another;
 - promoting thinking skills across curriculum areas;
 - being committed to developing well-rounded students – intellectually, socially, emotionally, physically and morally.

CULTURAL DIVERSITY AND MAORI AND PASIFIKA DIMENSION

Cultural Diversity

New Zealand Cultural Diversity:

All cultures will be valued and accepted through the fostering of a non-racist school culture and ethos. Staff will ensure that students and their cultures will be treated with respect and dignity.

Opportunities will be provided for all students to reach their potential.

Representatives on the Board of Trustees will reflect the cultural diversity of the school.

Maori Dimension

Through the guiding principles in Ka Hikitia the school will ensure Maori students enjoy and achieve educational success as Maori. Success will be a joint responsibility in collaboration with students, parents, whanau, hapu and Maori organisations. High expectations will be promoted through teaching and learning through the exchange of knowledge. Financial scholarships will be actively sought for high achieving students to further their education through the Endeavour, John Buchanan and Sports awards for Year 6 and 8 students. Student achievement will be reviewed termly to monitor targets, accelerate goals and measure success of individuals. Productive partnerships between the school, parents and whanau will be promoted encouraging connectivity between the stakeholders and the lifting of educational achievement.

Pasifika Dimension

By implementing the Pasifika Education Plan, the school aims to achieve optimum learning of Pasifika students by responding to the identities, languages and cultures of the different Pasifika groups. The school places an importance on working with parents, families and communities to achieve better outcomes and greater success for Pasifika learners, in all areas of the curriculum. Financial scholarships will be actively sought for high achieving students to further their education through the Endeavour, John Buchanan and Sports awards.

Reporting and consultation with the Maori and Pacific Island communities will occur on a regular basis informally and formally as per National Administrative Guidelines.

Redoubt North Primary School

Aims are broad statements of intended outcomes. They highlight each of the main areas in which the school expects to demonstrate performance and achievement in relation to the Government's National Administration Guidelines and Priorities.

NAG 1 Curriculum Delivery

Identify and analyse barriers to learning achievement and put in place strategies to address learning needs. Implement balanced learning programmes based upon, Learning Areas, Key competencies, Values and the National Achievement priorities. There will be an emphasis on the curriculum areas of Literacy and Numeracy.

NAG 1 Student Assessment

Monitor and assess student progress against the Achievement Objectives. Maintain individual records and report to the Community and MoE on student achievement targets.

NAG 2 Strategic Planning/Internal Evaluation

Document and maintain an on-going programme of School Internal Evaluation.
Consult with parents, staff and any others in respect to the Charter, Strategic Plan, Annual Plan and student achievement targets.
Develop policies and practices that reflect New Zealand's cultural diversity.
Reflect the positive values of the local community and to consider views of Maori people in the local area.

NAG 3 Personnel and Resources

Promote high levels of staff performance and use educational resources effectively.
Be a good employer complying with Government legislation and contracts.

NAG 4 Finance and Property

Allocate funds to reflect the school's priorities and monitor and control expenditure.
Ensure annual accounts are prepared and audited.
Follow conditions of an asset management agreement and implement a maintenance programme for a safe, healthy learning environment for students.

NAG 5 Health and Safety

Comply with legislation and provide a safe physical and emotional environment for students and staff. Promote healthy eating and nutrition.

NAG 6 Legislation

Develop systems to comply with all current legislation through policy and procedure.

NAG 7 Charter

Complete an annual update of the school Charter/Annual Plans for each school it administers, and provide the Secretary for Education with a copy of the updated school Charter/Annual Plans before 1 March of the relevant year.

NAG 8 Charter

Provide a statement providing an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets for the Secretary of Education.

NAG 1 : CURRICULUM - STRATEGIC PLAN 2020

STRATEGIC DIRECTION	2020 PRIORITIES	2021 PRIORITIES	2022 PRIORITIES
<p>To continue to raise the Literacy and Numeracy levels of achievement over the next 3 to 5 years.</p>	<p>1. All students are successfully able to access the NZC as evidenced by progress and Achievement Levels. 2. Achievement Levels are used effectively to support improvement in student outcomes. Students have ownership of their learning and know what to do to attain these.</p>	<p>FOCUS AREAS Mathematics Literacy - Written Language - Oral Language - Reading Mathematics Digital Technology STEAM (Science focus)</p>	<p>FOCUS AREAS Literacy - Oral Language - Reading - Written Language Mathematics Digital Technologies Focus Social Science Learning Languages</p>
<p>NAG 1A To review curriculum delivery across the school to ensure all students have the opportunity for success in all areas of the National Curriculum.</p>	<p>FOCUS AREAS Further develop high impact programmes through specialist and best practice teaching, leading to accelerated learning for all students. Focus - Literacy/Reading - Numeracy/Strand - Health and Wellbeing - Digital Technology/ Online Safety/ Values based</p>	<p>Maintain Literacy and Numeracy monitoring (Internal Evaluation). Review Achievement Level data collection. Review school-wide O.T.J. Literacy Review Curriculum Progressions Math's (OTJ Book) Focussed Professional Development on identified focused areas</p>	
<p>NAG 1A To prioritise school-wide Literacy and Numeracy programmes.</p>	<p>Focussed professional development on Reading and Maths/ Strands. Maintain current Literacy Learning programmes (small groups) Focussed professional development on Numeracy (strand) Implement focused Reading/Written Language/Numeracy programmes Review school-wide Reading programme Review Curriculum Reading Progressions (OTJ book)</p>		
<p>NAG 1A To give priority to regular quality physical activity that develops movement skills for all students.</p>	<p>Maintain InnerFit (Cracker Jack Kids) Programmes/Field of Dreams (Y1-8) Upskilling of New Staff in specialised sports programmes Maintain Field of Dreams Sports Coaching, Touch, Netball, Basketball, Volleyball, Cricket, Rugby, League, Golf, Squash, Badminton, Kiikiti - Ki O Rahi, Ripa Rugby, Pedal Power, Tennis, Sailing and Kayaking Maintain Field of Dreams Swim programme Y3-Y6 Maintain Years 5/6/7/8 Interschool Sports Programmes Maintain full time Health and PE Coaching (employment of Teaching Staff) Maintain before school sports coaching daily 8am -8.45 am Maintain fundamental skills programme (Junior School) Y8 Girls Youth Yoga Programme - Wellbeing - Luzette Singh-Williams</p>		
<p>NAG 1B Use a range of assessment practices to review the effectiveness of programmes delivered and monitor the progress and achievement of students in Literacy and Numeracy.</p>	<p>Numeracy - Gloss / IKAN/ Snapshots/ ASTTLE/ JAM/ New South Wales Literacy - Exemplars - PM Benchmarks, Probe, Australian Testing - NEMP, S.E.A., Six Year Net, AsTtle Curriculum Progressions (OTJ) Book Whole School Internal Evaluation monitoring data Level reporting Maintain Literacy/Numeracy tracking systems school wide</p>	<p>Numeracy - Gloss / IKAN/ JAM/ ASTTLE/ New South Wales Literacy - Exemplars - PM Benchmarks, Probe, Australian Testing - NEMP, S.E.A., Six Year Net, AsTtle Curriculum Progressions (OTJ) Book Whole School Internal Evaluation monitoring data Maintain Literacy/Numeracy tracking systems school-wide</p>	<p>Numeracy - Gloss / IKAN/ JAM/ ASTTLE/ New South Wales Literacy - Exemplars - PM Benchmarks, Probe, Australian Testing - NEMP, S.E.A., Six Year Net, AsTtle Curriculum Progressions (OTJ) Book - Whole School Internal Evaluation monitoring data. Review Literacy/Numeracy tracking systems school-wide</p>
<p>NAG 1C/D Using assessment information identify students at risk, those not achieving and those with special needs/abilities. Implement inclusive programmes to address these needs.</p>	<p>New Entrant - Transition/Connections class into school including prior visits with parents (Apollo Pod) Accelerant Small group programmes—Literacy/Numeracy ESOL - Individual and group withdrawal Reading Recovery staff taking identified groups for Literacy acceleration Senior Staff working with accelerant groups Maori/Pacific Scholarships Enhancement Programmes in ICT/Science/Programming/Robotics Endeavour/ Scholarship Programme training for students/families (Maori/Pacific) Yrs 6 Year 9 Auckland Grammar/St Kentigern Scholarship/Programmes Inclusive Practices/Programmes for High Needs/ORS students Maintain "See, Play, Do" Year One programme Maintain Parenting Support programmes for children with identified needs. Maintain Therabuild (Lego) programmes for identified students at risk. (The Brickery)</p>	<p>New Entrant - Transition class into school including prior visits with parents (Apollo Pod) Accelerant Small group programmes—Literacy/Numeracy ESOL - Individual and group withdrawal Reading Recovery staff taking identified groups for Literacy acceleration Senior Staff working with accelerant groups Maori/Pacific Scholarships Enhancement Programmes in Digital Technologies Endeavour/ Scholarship Programme training for students/families (Maori/Pacific) Yrs 6/9 Year 9 Auckland Grammar/St Kentigern Scholarship/Programmes Inclusive Practices/Programmes for High Needs/ORS students</p>	<p>New Entrant - Transition class into school including prior visits with parents (Apollo Pod) Accelerant Small group programmes—Literacy/Numeracy ESOL - Individual and group withdrawal Reading Recovery staff taking identified groups for Literacy acceleration Senior Staff working with accelerant groups Maori/Pacific Scholarships Enhancement Programmes in Digital Technologies Endeavour/ Scholarship Programme training for students/families (Maori/Pacific) Yrs 6/9 Year 9 Auckland Grammar/St Kentigern Scholarship/Programmes Inclusive Practices/Programmes for High Needs/ORS students</p>

NAG 1 : CURRICULUM - STRATEGIC PLAN (cont'd)

STRATEGIC DIRECTION	2020 PRIORITIES	2021 PRIORITIES	2022 PRIORITIES
<p>NAG 1E In consultation with the schools in Maori and Pacific Island community develop policies, plans and targets for improving achievement.</p>	<p>Meet with community groups i.e. Maori/ Pacific Island/ Asian/ Indian groups each term via Community @ Redoubt Group. Reporting to parents via Newsletters and 3 way student conferences on academic achievements. Parent Information Evening - Curriculum Focus— Digital Technology BOT meetings/ School Internal Evaluation Annual Report. Ongoing consultation with High Needs families/ agencies regarding Inclusive Practices. Community survey on School Performance and Health & Physical Education</p>	<p>Consultation with High Needs families/agencies regarding inclusive practices. Parent Consultation at Te Wananga Marae/Hui Meet with community groups i.e. Maori/ Pacific Island/Asian and Indian Groups each term via C@R Reporting to parents via Newsletters on academic achievements. Parent Information Evening Curriculum Focus. Parent/Teacher Consultation Evenings related to achievement. BOT meetings/ School Internal Evaluation Reports.</p>	<p>Meet with community groups i.e. Maori/ Pacific Island/ Asian/ Indian groups each term via Community @ Redoubt Group. Reporting to parents via Newsletters on academic Achievements. Parent Information Evening—Participation Health and PE. Parent Consultation Evening Curriculum Focus BOT meetings/ School Internal Evaluation Report. Consultation with High Needs families/agencies regarding Inclusive Practices. Community survey on School Performance and Health & Physical Education</p>
<p>NAG 1F Provide appropriate career guidance to those at risk of leaving school unprepared for the workplace or further education.</p>	<p>Manukau Sports - Role Models/ Key Sportspeople Auckland University Mentors/ MIT - Robotics coding/ Programme - Project Pipeline/ MIT/AUT Rotary/Community at Large Role Models/ Mentors past students Local Business Mentors, AGS, Kings, St Cuths, St Kents Emergency Services - Fire / Police/ Health Endeavour Scholarship Winners/ University JETS career Resources Information visits—Pilot/Doctors/Nurses/Architect/ Builders/Tradesmen Examination training for scholarship students LEGO Motivators/ work positions/ career structures Community Leaders</p>	<p>Manukau Sports - Role Models/ Key Sportspeople Auckland University Mentors/ MIT - Robotics coding/ Programme - Project Pipeline/ MIT/AUT Rotary/Community at Large Role Models/ Mentors past students Local Business Mentors, AGS, Kings, St Cuths, St Kents Emergency Services - Fire / Police/ Health Endeavour Scholarship Winners/ University JETS career Resources Information visits—Pilot/Doctors/Nurses/Architect/ Builders/Tradesmen Examination training for scholarship students LEGO Motivators/ work positions/ career structures Community Leaders</p>	<p>Manukau Sports - Role Models/ Key Sportspeople Auckland University Mentors/ MIT - Robotics coding/Programme - Project Pipeline/ MIT/AUT Rotary/Community at Large Role Models/ Mentors past students Local Business Mentors, AGS, Kings, St Cuths, St Kents Emergency Services - Fire / Police/ Health Endeavour Scholarship Winners/ University JETS career Resources Information visits—Pilot/Doctors/Nurses/ Architect/Builders/Tradesmen Examination training for scholarship students LEGO Motivators/ work positions/ career structures Community Leaders</p>

NAG 1 CURRICULUM - ANNUAL PLAN 2020

PLANNED PRIORITIES	WHO	BUDGET (\$)	WHEN	EXPECTED OUTCOME	VARIANCE ANALYSIS/ ANNUAL REPORT
Planned school-wide professional development on Reading comprehension, strategies and assessments for accelerated progress (syndicate level).	D Leaning DP M Hogg L Gordon G Chester W Leith	-	Term 1-4	To engage students through a balanced reading programme which will enable teachers to understand student strengths and learning needs therefore raising learner achievement	
Focused school-wide professional development/coaching in areas of Written Language Vocabulary (Jnr/Mid/Snr—syndicate level).	D Leaning DP A Cole AP	-	Term 1-4	To further develop and incorporate language experiences leading to the improvement of oral vocabulary and descriptive written language	
Ongoing professional development in Numeracy for new staff and further comprehensive training school-wide in Strand Integration.	C Dreyer DP M Venter CFG Team	-	T1-4	To develop skills, knowledge and understanding across all areas of the Maths curriculum - Number/Algebra/Geometry/Measurement and Statistics, enabling students to see and make sense of the connections within and across the strands.	
Maintain purposeful oral language experiences across the curriculum, supporting teachers to include quality vocabulary in the classroom.	D Leaning DP CFG Team	\$5,000	T1 - 4	Increased level of Learning through Talk Years 1-3 and 4-8 with students communicating their needs and responding appropriately to social situations.	
Maintain LEGO based programmes "A System for Inquiry Learning" and "Thera-Build" - Promoting Emotional Well-being in children.	Principal DP's Teaching Staff	\$20,000	T1-4	To provide alternative education/therapy for students suffering from trauma, emotional stress and domestic violence. To engage students who are displaying behavioral aggression and inability to focus on learning in a classroom environment. To extend students ability to think and increase communication skills through collaboration.	
Provide Professional development in Kids Rich in Character programmes for new staff. Refresher course for current staff. Maintain 'Field of Dreams' programmes.	InnerFit C Maumea Teaching staff	\$10,000	Ongoing	Staff to be upskilled in promoting sports skills, strategy and tactics in game play, leading to improved life skills, attitude and self control. Increased opportunities to experience wider variety of sports/ games. Improved awareness of feelings—promotion of positive attitude on entry to school and appropriate behaviors.	
Planned school-wide professional development on Digital Technology.	H Hohaia & CFG Team	\$1,000	Term 1/2/3	To implement the use of digital practices throughout the school - focus on Seesaw, Learning profiles for student/whanau positive involvement. TO further develop school IT systems, e-Tap/Google.	
Work in partnership with AUT upskilling staff and students in coding and Programming Pathways. (Project Pipeline and students).	Auckland University C Dreyer DP		T3	Students explore and become confident in the next level of computer programming through team challenges and higher levels of thinking and questioning.	
Shared professional learning in the Performing Arts through Theatre in Education - RNZB	Arts CFG Royal NZ Ballet	\$3,000	Term 1/4	Students view and participate in school-wide theatre and school productions i.e. Royal New Zealand Ballet/ Dance Instruction and performance.	
Maintain Professional development in collation of achievement data for Internal Evaluation.	Senior Leadership Team		Ongoing	Senior Managers to continue to upskill in setting targets school-wide and maintain overall teacher judgement moderation systems within the school.	

NAG 1 CURRICULUM - ANNUAL PLAN 2020 (cont'd)

PLANNED PRIORITIES	WHO	BUDGET (\$)	WHEN	EXPECTED OUTCOME	VARIANCE ANALYSIS/ ANNUAL REPORT
Maintain Literacy/Numeracy data base to monitor progress of students, leading to support and accelerated programmes for Maori and Pasifika.	C Dreyer DP E McCoskrie D Leaning A Cole		Term 1/4	Continue historical data focusing on students who have attended school without broken enrolment. Student graphs to be maintained showing progress rate and percentages achieved.	
Maintain school database using achievement standards for Written language, Reading and Numeracy.	Principal Deputy Principal's		Ongoing	To analyse assessment data in relation to Achievement standards identifying individual students and groups of students who need additional monitoring and support. Focus on Maori and Pasifika.	
Complete current school Internal Evaluation data in preparation for the 2020 Annual Report.	BOT Principal Deputy Principals		Term 1/4	Annual report will reflect the school targets and maintain continuous improvement.	
Review/ revise 2020 student report to reflect student achievement, progress and development.	Principal Deputy Principals		Term 2/4	Parents to receive individual student reports which include goals, achievement, next steps and the support parents/ whanau can provide.	
Maintain Accelerant Curriculum development programmes: Reading, Written Language, Oral Language, Numeracy, Digital Technologies and Health/Well-Being.	Deputy Principal's M Hogg Curriculum Leaders M Venter		Term 1-4	To cater for students with special needs and those who have an identified gifted area.	
Maintain ESOL Programmes - Provide professional development to staff. Release teachers to observe quality ESOL programmes in school.	L Gordon Deputy Principal's		Term 1-4	All staff to be upskilled in delivering ESOL programmes to students.	
Board of Trustees/ Senior Mgmt. to consult with the Maori community on policies plans and targets for student achievement.	B.O.T. Principal Deputy Principals		Term 1/4	Increased understanding/ ownership by the Maori community of government legislation and school/ student achievement, leading to greater 'Learning Relationships'.	
Maintain Community @ Redoubt Group and identified Cultural Focus group for reporting and consultation.	BoT Principal		Ongoing Termly	Maintain consultation/ discussion with parent/ whanau with regard to what their key learning focus is.	
Upskill teachers in career advice involving outside agencies and resources.	Outside Agencies Deputy Principal Year 7/8 Teachers		Term 3	Involve local businesses and outside agencies raising achievements and aspirations of students. Maintain relationships with role models, Kings/St Cuths past students. Attend the Young Leaders Conference motivating students to succeed.	
Implement modified Incredible Years RTLB programme for increased teacher awareness of classroom management and student behaviour.	C Dreyer		Term 1-3	Improved teacher classroom management and student behaviour leading to more focused on task student learning and differentiated programmes.	
Provide Professional development in the area of Visual and Performing Arts (focus)	J Harkness M Cathro CFG	\$15,000	Term 1 & 2	Improved classroom environments and quality student artwork. Staff upskilled in the teaching of drama/performing and visual arts and increased cultural awareness of Pasifika/Maori Arts.	

CURRICULUM TARGET ACTION PLAN FOR 2020 WRITTEN LANGUAGE

ANNUAL AIM: To raise the achievement levels of all students, especially those at risk of not reaching the expected achievement level in writing.

BASELINE DATA: Analysis of 2019 data revealed that 65% of year 2 students are achieving at or above the expected achievement levels. 60% of boys, 72% girls, 47% Maori, 69% Pasifika and 81% Asian. Therefore, we intend to raise writing achievement of all students in this year level with particular emphasis on our Maori students.

ASSESSMENT TOOLS: e-asTTle writing assessments and monitoring. National curriculum exemplars for moderation.

TARGET SET

To accelerate achievement so that 75% of year 3 students and 70% of Maori students attain or exceed the expected achievement levels.

EVALUATION (now what?)

ANALYSIS OF VARIANCE

OUTCOME (what happened)

Quality Action Required (Actions to achieve targets)	Who (Led by)	Budget	When	Expectation Outcomes
To accelerate student achievement through small group intensives with specialist teacher	Written Language specialist Deputy Principal		Throughout the year	To accelerate progress in written language for target students and selected needs.
To provide IPP (inter professional practice) which will include observations, modelling, mentoring and supporting teachers.	Written Language specialist		Throughout the year	To upskill and refresh staff in written language teaching thus improving curriculum delivery across the school.
To undertake termly written language samples to assist in measuring written language development, using e-asTTle prompts.	Teachers		Terms 1, 2, 3, 4	To ensure schoolwide consistency, help teachers refine their understanding of the standards, identify individual needs and monitor progress over the year.
To hold monthly monitoring meetings to observe and discuss the progress of target children.	Deputy Principals Written Language specialist Target group classroom teachers		Monthly	To lift written language achievement and to advise on needs and abilities thus refining classroom practice and teacher expectation.
Whole school moderation of e-asTTle written language samples to achieve consistent marking across year levels.	Deputy Principals Written Language specialist Teachers		Terms 1, 2, 3, 4	To ensure schoolwide consistency allowing teachers to improve assessment, reporting practices and planning/teaching.
Teachers identify and provide targeted instruction to students that need support to accelerate progress based on e-asTTle data	Teachers		Throughout the year	To ensure a in curriculum delivery, thereby raising standards in written language.
To collate assessment data from e-asTTle in order to review classroom programmes and progress.	Principal Deputy Principals Written Language specialist		Ongoing	To ensure a lift in levels and their raising of student achievement in written language across the school.
Regular written language walk through's, books and planning audits.	Deputy Principals Written Language specialist		Throughout the year	To refine written language practice and programmes throughout the school
To promote and model the use of short daily writing as a method of engagement for our senior school students, in particular Year 8 boys.	Deputy Principals, AP's Written Language specialist		Terms 1, 2, 3, 4	To build motivation and encourage a love for writing thus accelerating progress
To create a library of models suitable for use in classrooms, across all levels.	Written Language specialist Literacy Team		Terms 1, 2	To ensure a consistency of practice across the school and support teachers with writing motivations.

CURRICULUM TARGET ACTION PLAN FOR 2020 READING - BUDGET \$20,000

ANNUAL AIM: To accelerate learning so that increasing numbers are achieving at or above the expected Achievement levels.

BASELINE DATA: Analysis of 2019 Reading data revealed 58% of our small Year 1 cohort achieved at or above expected levels. This included 51% of boys, 66% of girls, 77% of Maori, 73% Asian and only 46% of Pasifika students.

ASSESSMENT TOOLS: Running Records, PM Benchmark, Probe, S.E.A, Six year Diagnostic

TARGET SET

OUTCOME (what happened)

ANALYSIS OF VARIANCE

EVALUATION (how what?)

To accelerate achievement so that 78% of all Year 2 students attain or exceed expected achievement levels including 75% of Pasifika students

Quality Action Required (Actions to achieve targets)	Who (Led by)	Budget	When	Expectation Outcomes
To provide whole school Professional Development based on the "Reading Book" by Sheena Cameron and Louise Dempsey	Literacy Team who attended course including Donna, Amy, Wasan, Danielle, Tom, Olivia H and Aida		Term 1 and then ongoing	To develop and refine teachers Reading Practice with particular emphasis on a Balanced Programme and thereby provide improved delivery and a lift in levels.
To release a Reading Recovery trained teacher from class to mentor and model good practice.	Deputy Principal, Reading Recovery trained teachers, Class teachers		Term 1	To accelerate student progress while promoting good practice.
To hold weekly professional learning circles to monitor, observe, discuss and implement initiatives with our Year 2 target group.	Literacy leaders, Reading Recovery trained teachers and Year 2 teachers		Ongoing	To raise and accelerate reading achievement levels and to advise on needs and abilities for Year 2 students through the refining of teacher practice. To p
To purchase high interest reading material and to maintain current book stock.	Literacy team, Classroom teachers			To motivate and encourage a love of reading thus fast racking progress and the development of comprehension.
To provide focussed Professional Development for Provisionally Certified Teachers.	Deputy Principals, Literacy Team, Tutor Teachers		Ongoing	To ensure a consistency of practice and thereby accelerating student learning.
To accelerate student achievement through small group intensives with specialist teacher.	Deputy Principal, Reading Recovery Teachers		Throughout 2019	To accelerate progress in reading, decoding and comprehension skills.
To collate reading assessment data and analyse from Y1-8 with particular reference to Maori, Pasifika and gender.	Deputy Principal, Reading Recovery Teachers		Ongoing	Teachers use assessment data in relation to the standards to identify individuals and groups of students who need additional support. To refine teaching programmes to meet the need.
To review assessment data, spot check and determine the particular learning needs of target students.	Deputy Principal, Reading Recovery Teachers			To accelerate levels of reading achievement and to advise on needs and abilities thereby refining teaching practice.
To provide opportunities for the Specialist Teacher to work alongside and coach teachers.	Reading Recovery Trained Teachers and RTLit		Throughout 2020	To refine the practice of reading teaching for targeted students and thus accelerate progress.
The Teacher Aides to support teachers with children learning basic sight words, alphabet skills and reading mileage.	Deputy Principals, Senior Managers, Teacher Aides		Term 1	To accelerate students through the emerging levels of reading and support those students who do not have home support.
To hold termly mentoring meetings to set targets, review progress and plan the next steps for individual learners.	Deputy Principals, Classroom Teachers		Termly	To accelerate progress for individual students and to promote good practice.
To invite Parents and Whanau to observe specialist teaching sessions.	Deputy Principal Reading Recovery Teachers		Termly	To accelerate student progress and to coach and support parents and whanau.
Regular "Reading Walk thru's" and an audit of reading planning.	Deputy Principals, Literacy Team,		Termly	To refine Reading Practice throughout the school and thereby lift levels through consistency of practice.
To provide low class numbers in the Junior School	Principal, DPs, Classroom teachers			To accelerate progress in reading, decoding and comprehension.

CURRICULUM TARGET ACTION PLAN FOR 2020 MATHS - BUDGET \$5,000

ANNUAL AIM: To increase the number of students achieving at or above the expected achievement levels for mathematics.

BASELINE DATA: Analysis of 2019 data revealed that 31% of Year 7 boys are achieving below or well below in mathematics. These will become the target group for 2020.

ASSESSMENT TOOLS: e-asTTle, iKAN, Gloss, OTJ

TARGET SET		OUTCOME (what happened)		ANALYSIS OF VARIANCE		EVALUATION (now what?)
Quality Action Required (Actions to achieve targets)	Who (Led by)	Budget	When	Expectation Outcomes		
To raise achievement in Mathematics so that at least 75% of all Year 8 boys are achieving at or above the expected achievement level, with a specific focus on Maori achievement.	Mathematics Leader Senior Management		Ongoing	To ensure a continued lift in curriculum delivery and understanding of Maths Programmes. This will lead to a raising of maths standards.		
To maintain a teacher mentoring scheme, with modelling and observations.	Mathematics Leader		Ongoing	To continue to upskill teachers in their knowledge of numeracy stages for year 1-3 teachers, to integrate all strands for year 4 - 8 students and the delivery of e-asTTle testing and making OTJ's.		
To provide professional development for all staff. Introducing e-asTTle as an assessment tool.	Mathematics Leader Senior Management		Term 1-4	To develop consistency throughout the school and correct use of assessment tools. This will lead to an improvement in teacher delivery of assessment and more accurate OTJ's.		
To moderate assessment practises and results. To continue to upskill in gathering relevant and accurate evidence to inform OTJ's.	Mathematics Leader Deputy Principal		Term 1-4	Teachers complete assessments and then use information to plan and meet the needs of their students. Data will also be used to compare to National Expected Achievement Levels and achievement raised.		
To collate math's assessment data and analyse all students from Year 1 to Year 8.	Senior Management Classroom teachers Deputy Principal		Ongoing	To assess students progress and create programs that meet the needs of students. To raise the level of achievement for the target group.		
To maintain the monitoring system for targeted children and groups.	Mathematics Leader Curriculum focus group Classroom teachers		Ongoing	To develop a partnership of home and school learning that caters for the needs of students.		
To work with parent, families and whanau around ways of supporting student learning through Parent Conferences and meetings.	Mathematics Leader Curriculum focus group Classroom teachers		Ongoing	To provide appropriate math's resources that encourage and facilitate the teaching of mathematics. Complete inventory of current resources.		
To further extend math's resources across the school.	Mathematics Leader Curriculum focus group		Ongoing	To ensure PCT's learn accurately how to plan and teach mathematics. To ensure student achievement is maintained.		
To upskill all teachers in the teaching, planning and assessment of mathematics.	Mathematics Leader Deputy Principal		Ongoing	For target group to achieve at or above expected achievement level.		
Maths specialist to provide accelerant Maths Programmes for at risk students.	Mathematics Leader Deputy Principals		Ongoing	To provide children who require math's extension a focused extension programme with a competitive outcome.		
To work with Year 7-8 extension children focusing on participation in 2020 Mathex.	Mathematics leader Curriculum Focus Group		Term 2-4	Parents to be empowered to assist their children and be involved in raising achievement.		
Develop a home/school math's programme supporting students who are at risk.	Mathematics Leader Curriculum Focus Group		Term 1 - 3	To develop fluency in basic math fact recall and effective use of calculators which will enhance student ability to make progress with problem-solving, algebra and higher-order math concept.		
To facilitate a school wide focus on basic facts and the use of calculators by sharing resources at staff and syndicate meetings and hosting pod competitions.	Mathematics Leader Curriculum Focus Group Classroom teachers		Term 1-4	Maintain high standard of available resources for teaching programmes.		
To purchase relevant math's resources	Mathematics Leaders		Term 1-3			

NAG 2: PLANNING, REVIEWING AND REPORTING - STRATEGIC PLAN 2020

STRATEGIC DIRECTION	2020 PRIORITIES	2020 PRIORITIES	2021 PRIORITIES
<p>Develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, Achievement and staff professional development.</p> <p>Maintain an on-going programme of Internal Evaluation in relation to the above policies, plans and programmes, including evaluation of information on student achievement.</p>	<p>Identify and document 2020 strategic priorities Write 2020 School Strategic Plans Write 2020 Annual Plan Write 2020 Achievement Levels Target Plans Report on the 2020 School Strategic Plan Report on the 2020 Annual Plan Report on the 2020 Achievement Levels through Target Plans</p> <p>Maintain Cyclic Review programme for: Policies, Procedures, Management Programmes, Personnel, Finance, Property, Health and Safety Programmes, School Curriculum, Learning and Teaching Programmes, Assessment and Evaluation Programmes and Annual Organisation. Continue BoT Training.</p>	<p>Identify and document 2021 strategic priorities Write 2021 School Strategic Plans Write 2021 Annual Plan Write 2021 Achievement Levels Target Plans Report on the 2021 School Strategic Plan Report on the 2021 Annual Plan Report on the 2021 Achievement Levels through Target Plans</p> <p>Maintain Cyclic Review programme for: Policies, Procedures, Management Programmes, Personnel, Finance, Property, Health and Safety Programmes, School Curriculum, Learning and Teaching Programmes, Assessment and Evaluation Programmes and Annual Organisation. Continue BoT Training.</p>	<p>Identify and document 2022 strategic priorities Write 2022 School Strategic Plans Write 2022 Annual Plan Write 2022 Achievement Levels Target Plans Report on the 2022 School Strategic Plan Report on the 2022 Annual Plan Report on the 2022 Achievement Levels through Target Plans</p> <p>Implement Cyclic Review programme for: Policies, Procedures, Management Programmes, Personnel, Finance, Property, Health and Safety Programmes, School Curriculum, Learning and Teaching Programmes, Assessment and Evaluation Programmes and Annual Organisation. Continue BoT Training.</p>
<p>Report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups</p> <ul style="list-style-type: none"> • who are not achieving; • who are at risk of not achieving; • who have special needs; • and aspects of the curriculum which require particular attention, including the achievement of Maori students against the plans and targets referred to in consultation with the school's Maori community. 	<p>Consult with the Community Consult with the Maori Community Report to the Community Report to the Maori Community Promote the school in the Community via meetings, newsletters, media, website, Seesaw Facebook, Curriculum Evenings, Open Days School Events</p>	<p>Consult with the Community Consult with the Maori Community Report to the Community Report to the Maori Community Promote the school in the Community via meetings, newsletters, media, website, Seesaw Facebook, Curriculum Evenings, Open Days School events</p>	<p>Consult with the Community Consult with the Maori Community Report to the Community Report to the Maori Community Promote the school in the Community via meetings, newsletters, media, website, Seesaw, Facebook Curriculum Evenings, Open Days School events</p>
<p>To undertake BoT training and development to improve understanding of Board documentation and Internal Evaluation.</p>	<p>STA workshops/Conference At the Chalk Face Role of the BoT - Governance and Management Code of Conduct Financial Management Property Management Internal Evaluation Meeting structures</p>	<p>STA workshops/Conference Health and Safety Being a Good employer At the Chalk Face Treaty of Waitangi Privacy Act Asset Management Community Network and Reporting</p>	<p>STA Training Workshops STA Conference 5Yr & 10Yr Property Plan MoE Property Systems Assessment and Evaluation (Government Legislation) Community Networking and Reporting Performance Management</p>

NAG 2 PLANNING, REVIEWING AND REPORTING ANNUAL PLAN 2020

PLANNED PRIORITIES	WHO	BUDGET (\$)	WHEN	EXPECTED OUTCOME	VARIANCE ANALYSIS/ ANNUAL REPORT
Collect information to formulate the Schools Charter 2020 - 2022	BoT Principal Staff Community		Term 1/4	All school stakeholders provide information to assist with the preparation of the school plan.	
Prepare the 2020 –2022 Strategic and Annual Plans	BoT Principal Staff Community		Term 1/4	The Strategic Plan will reflect the school's priorities and will be prepared, published and implemented	
Report on the 2020 - 2022 Strategic and Annual Plans	BoT Principal		Term 4	Information pertaining to the 2020-2022 Strategic Plan is summarized and reports prepared, published and available	
Prepare the 2020 Annual and Achievement Levels Target Plans	BoT Principal Deputy Principals Curriculum Leaders		Term 4	Information pertaining to the 2020 Annual and Achievement Levels Target Plans are collated and reports prepared, published and available	
Review Policies and Procedures as per review cycle	BoT Principal Deputy Principals School Staff		Term 3/4	Policies and Procedures are reviewed and updated as required to reflect changing circumstances. Policies and Procedures are published and available.	
Review the School Curriculum Learning and Teaching Programmes.	BoT Principal Deputy Principals		Term 3/4	The School Curriculum Learning and Teaching Programmes are reviewed and updated as required to reflect changing circumstances	
Inform parents/Guardians about curriculum and student reporting systems	Principal Deputy Principals Teaching Staff		Term 1-4	Information published in the Prospectus, newsletters, in meetings, website and at identified curriculum evenings.	
In consultation with BOT and staff prepare school-wide planned Professional Development for 2020	Teaching staff	\$20,000	Term 1-4	The staff will be informed and upskilled in the areas identified for Professional Development for 2020 - Literacy, Numeracy, Health and Well-Being, Digital Technologies.	

NAG 3: PERSONNEL - STRATEGIC PLAN 2020

STRATEGIC DIRECTION	2020 PRIORITIES	2021 PRIORITIES	2022 PRIORITIES
To develop and further refine procedural frameworks which promote high levels of staff performance.	Maintain revised Performance Management Systems	Review/Revise Performance Management Procedures	Implement current Performance Management Systems
To provide a professional development plan which will equip staff to deliver quality teaching and learning (whole staff focus).	<p>FOCUS:</p> Literacy - Written Language - Reading Mathematics Digital Technology Health and Wellbeing	<p>FOCUS:</p> Mathematics Literacy - Written Language - Oral Language - Reading - Mathematics Digital Technologies STEAM (Social Focus)	<p>FOCUS:</p> Literacy - Oral Language - Reading - Written Language Mathematics Social Science Learning Languages Digital Technologies
To establish systems to ensure the BoT fulfills its role as a "good employer".	Ensure policies and procedures are correct and fully implemented.		

NAG 3 PERSONNEL - ANNUAL PLAN 2020

PLANNED PRIORITIES	WHO	BUDGET (\$)	WHEN	EXPECTED OUTCOME	VARIANCE ANALYSIS/ ANNUAL REPORT
Review Performance Management Programmes .	BoT Principal Deputy Principals		Term 3/4	Performance Management Procedures will be evaluated.	
Develop and manage the professional development highlighting priorities identified through staff consultation and Board Internal Evaluation.	BoT Principal Senior Staff	\$20,000	Term 1-4	Plan developed for implementation in 2020. (At A Glance)	
Ensure policies and procedures are correct and fully implemented according to legislation	BoT Principal		Ongoing	BoT fulfills its role as a good employer.	

NAG 4 FINANCE AND PROPERTY - STRATEGIC PLAN 2020

STRATEGIC DIRECTION	2020 PRIORITIES	2021 PRIORITIES	2022 PRIORITIES
To allocate funds to reflect and support the school's strategic and operational plans (Charter).	Collect information from all stakeholders. Prepare an Annual Operational Budget/ Implement Enrolment zone ballots as required. Monitor the school roll fluctuations	Collect information from all stakeholders. Prepare an Annual Operational Budget/ Implement Enrolment zone ballots as required. Monitor the school roll fluctuations	Collect information from all stakeholders. Prepare an Annual Operational Budget/ Implement Enrolment zone ballots as required. Monitor the school roll fluctuations
To develop and further refine internal procedures to monitor finance and expenditure.	Review/Revise Financial Management book. Implement all Finance policies and procedures	Review/Revise Financial Management book. Implement all Finance policies and procedures	Review/Revise Financial Management book. Implement all Finance policies and procedures
Ensure that Annual accounts are prepared and audited	Monitor Auditors performance	Review Auditors performance in relation to auditing the accounts and change of company	Appoint an auditor—2023 Implement Financial and Property Policies, procedures and programmes fully and correctly.
Implement an efficient programme of maintenance for school buildings and facilities.	Refer 5 year property maintenance plan 2020 Review/revise cleaning programme/schedules	Refer 5 year property maintenance plan 2021 Prepare cleaning programme/schedules	Refer 5 year property maintenance plan 2022 Prepare cleaning programme/schedules
Develop school facilities to reflect priorities as stated in the schools charter, strategic plan and 5YPP.	Refer 5 year property plan, complete projects planned for completion in the current MoE 5YPP. Liaise with MoE approved property consultant to review 10 YPP	Refer 5 year property plan, complete projects planned for completion in the current MoE 5YPP.	Refer 5 year property plan, complete projects planned for completion in the current MoE 5YPP.

NAG 4 FINANCE AND PROPERTY - ANNUAL PLAN 2020

PLANNED PRIORITIES	WHO	BUDGET (\$)	WHEN	EXPECTED OUTCOME	VARIANCE ANALYSIS/ ANNUAL REPORT
Prepare the Annual budget based on identified priorities.	BoT Principal		October	Budget set within Operational Grant entitlement.	
Review the Financial Management Programme	BoT Principal Money Monitors		Term 3	A Financial Management booklet is prepared detailing requirements and procedures relating to Financial monitoring, control, reporting and auditing.	
Review 5 year Property Plan.	BoT Principal Barry Maxwell MoE		Ongoing	School buildings and property will be well maintained with hazards identified and rectified.	
Implement priorities as stated in School's Charter.	BoT Principal Barry Maxwell MOE		Ongoing	Property development will be researched and planned according to needs.	

NAG 5 HEALTH AND SAFETY - STRATEGIC PLAN 2020

STRATEGIC DIRECTION	2020 PRIORITIES	2021 PRIORITIES	2022 PRIORITIES
To provide a safe physical environment for students and adults.	Maintain 2020 Risk Management Programme Analyse accident and illness information Maintain Health and Safety emergency plans and procedures Maintain emergency programme	Prepare 2021 Risk Management Programme Analyse accident and illness information Review and Revise specific Health and Safety emergency plans and procedures Implement emergency programme	Prepare 2022 Risk Management Programme Analyse accident and illness information Maintain specific Health and Safety emergency plans and procedures Maintain emergency programme
To promote healthy food and nutrition for all students.	Annual review of contracted school canteen menu and health programmes. Promote healthy food and nutrition in all school practices and activities	Annual review of contracted school canteen menu and health programmes. Promote healthy food and nutrition in all school practices and activities	Annual review of contracted school canteen menu and health programmes. Promote healthy food and nutrition in all school practices and activities
Develop or review, as appropriate Health and Safety legislation, policy and procedures.	Annual review of Health and Safety policies and associated procedures. Gather information through surveys and enrolments about the health and safety of students.	Annual review of Health and Safety policies and associated procedures. Gather information through surveys and enrolments about the health and safety of students.	Annual review of Health and Safety policies and associated procedures. Gather information through surveys and enrolments about the health and safety of students.

NAG 5 HEALTH AND SAFETY - ANNUAL PLAN 2020

PLANNED PRIORITIES	WHO	BUDGET (\$)	WHEN	EXPECTED OUTCOME	VARIANCE ANALYSIS/ ANNUAL REPORT
Provide a safe physical and emotional environment for students and adults.	BoT Principal, Property Manager,	As required	Ongoing	Safe physical and emotional environment is maintained.	
Participate in InnerFit programmes (Kids Rich in Character)	InnerFit Sports Specialist Teachers		Term 2	Maintain Kids Rich in Character programmes for sports, participation and fitness. Manukau Counties Sports coaches involved for daily coaching of teams/sports and outside agencies.	
To promote healthy food and nutrition for all students.	BoT, Teachers, Deejay Foods,		Term 1-4	Students will be knowledgeable in choices for healthy eating and nutrition.	
Develop or review, as appropriate Health and Safety legislation, policy and procedures.	BoT Principal		Ongoing	BoT fulfills legislative requirements.	

NAG 6 LEGISLATION - STRATEGIC PLAN 2020

STRATEGIC DIRECTION	2020 PRIORITIES	2021 PRIORITIES	2022 PRIORITIES
Develop systems to comply with all current legislation through policy and procedure.	Review Planning and Reporting Requirements	Review Planning and Reporting Requirements	Review Planning and Reporting Requirements

NAG 6 LEGISLATION - ANNUAL PLAN 2020

PLANNED PRIORITIES	WHO	BUDGET (\$)	WHEN	EXPECTED OUTCOME	VARIANCE ANALYSIS/ ANNUAL REPORT
Implement all policies, procedures and programmes pertaining to legislation bylaws and regulations concerning school operations	BoT Principal		Ongoing	All policies, procedures and programmes will comply in regard to school operations	
Implement all policies, procedures and programmes pertaining to legislation bylaws and regulations concerning school attendance	BoT Principal		Ongoing	All policies, procedures and programmes will comply in regard to school attendance Monitor, MoE Data analysis. Action identified priorities.	
Implement all policies, procedures and programmes pertaining to legislation bylaws and regulations concerning the length of the school day and year	BoT Principal		Ongoing	All policies, procedures and programmes will comply in regard to length of school day and year	

NAG 7 LEGISLATION - STRATEGIC PLAN 2020

STRATEGIC DIRECTION	2020 PRIORITIES	2021 PRIORITIES	2022 PRIORITIES
Complete an annual update of the School Charter.	Maintain implementation of Nag 7	Maintain implementation of Nag 7	Maintain implementation of Nag 7

NAG 8 LEGISLATION - ANNUAL PLAN 2020

PLANNED PRIORITIES	WHO	BUDGET (\$)	WHEN	EXPECTED OUTCOME	VARIANCE ANALYSIS/ ANNUAL REPORT
A review of Policies, Procedures and Programmes will provide information that may require next year's School Charter (School Plan) to be revised and updated.	BoT Principal		Term 3/4	Complete a review of Policies, Procedures and Programmes and update the School Charter (School Plan) as required.	
By providing the Secretary of Education with a copy of the updated School Charter (School Plan) before 1 March the Board meets its statutory requirement.	BoT		By March 1	Provide the Secretary of Education with a copy of the updated School Charter (School Plan) before 1 March of the relevant year.	

NAG 8 - LEGISLATION VARIANCE 2020

STRATEGIC DIRECTION	2020 PRIORITIES	2021 PRIORITIES	2022 PRIORITIES
Provide an analysis of any variance between the school's performance and Charter aims, plans and targets.	Implementation of Nag 8	Implementation of Nag 8	Implementation of Nag 8

NAG 8 - LEGISLATION - ANNUAL PLAN 2020

PLANNED PRIORITIES	WHO	BUDGET (\$)	WHEN	EXPECTED OUTCOME	VARIANCE ANALYSIS/ ANNUAL REPORT
Complete an Analysis of any Variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the School Charter (School Plan)	BoT Principal		Term 4	A review of Policies, Procedures and Programmes and information that may be required for next years School Charter (School Plan) to be revised and updated.	
Provide the Secretary for Education with a copy of the Analysis of variance before 1 March of the relevant year.	BoT		Term 4	By providing the Secretary of Education with a copy of the updated Analysis of Variance before 1 March, the Board meets its statutory requirement.	



APPROVED
Chairperson

Date: December 2020

2020 AT A GLANCE		Date: 6/11/2020	
<p>CURRICULUM OBJECTIVES</p> <p>To further develop and incorporate language experiences leading to the improvement of oral vocabulary and descriptive written language.</p> <p>To engage students through a Balanced Reading programme incorporating variety within the 3 aspects of reading (with/with/by).</p> <p>To develop skills, knowledge and understanding across all areas of the Maths curriculum - Number/Algebra/Geometry/Measurement and Statistics, enabling students to see and make sense of the connections within and across the strands.</p> <p>To implement the use of digital practices throughout the school - focus on Seesaw, Learning profiles for student/whanau positive involvement. To further develop school IT systems, e-Tap/Google.</p> <p>To further develop the Thera-build Lego programme to build confidence, self esteem and social and emotional wellbeing.</p>		<p>CURRICULUM RESOURCES</p> <p>1. The Reading Book- Sheena Cameron classroom resource.</p> <p>2. Maths resources - Fractions/Ratios and Proportions.</p> <p>3. Purchase/upgrade iPads.</p> <p>4. Art drying racks (middle school).</p> <p>5. Maori Culture - new poi.</p> <p>6. Music - Guitars/instrument maintenance.</p> <p>7. Novel sets (intermediate).</p> <p>8. iPad Apps (Read/Write/Maths focus).</p> <p>9. Classroom projector upgrade to Smart TV.</p>	
<p>CURRICULUM FOCUS</p> <p>Literacy - Written Language</p> <p>- Reading</p> <p>Mathematics</p> <p>Digital Technology</p> <p>Health and Wellbeing</p>		<p>PROFESSIONAL DEVELOPMENT</p> <p>1. APPA Senior Management Conference.</p> <p>2. "Teachers Matter" Professional Reading Publication for Snr Management.</p> <p>3. Inter Professional Practice - Making Learning Visible.</p> <p>4. Harvard Graduate School of Education - Webinars.</p> <p>5. APPA/NZPF Principals Conference.</p> <p>6. Professional Learning Groups T4/T7.</p> <p>7. Otago Principals Association Meetings and Professional Development.</p>	
<p>PROFESSIONAL DEVELOPMENT - TEACHING</p> <p>1. Reading - Developing balanced reading programmes.</p> <p>2. Sheena Cameron resource/Senior Management.</p> <p>3. Written Language - Demonstration/Motivation/Moderation to motivate students - A Cole/D Learning.</p> <p>4. Maths - Data Analysis/Plugging the gaps. Strand/Integration and resources - C Dreier.</p> <p>5. Digital Technology - Integrating digital technology learning in all classrooms - MOE/H Hochala.</p> <p>6. Classroom/Behaviour Management - RTLB/YP focus entire school - C Dreier.</p> <p>7. Classroom Environments - Visual Arts/Displays - Performing Arts / Harkness/M Cathro / RNZ Ballet.</p> <p>8. Differentiating Learning - Inclusive Practice RTLB.</p> <p>9. Health Wellbeing - Thera-Build with Lego (Brickery).</p> <p>10. Lego education - Systems for Learning.</p> <p>11. STEAM - how to plan/integrated at different levels - A Marquez.</p>		<p>PROFESSIONAL DEVELOPMENT - BOT</p> <p>1. STA Training Workshops (New members).</p> <p>2. STA Conference 2020.</p> <p>3. At the Chalk Face - visiting classes - J Milner.</p> <p>4. Role of the BOT - Governance and Management - J Milner.</p> <p>5. Financial Management - G Bond.</p> <p>6. Property Management 5/10/YP - B Maxwell.</p> <p>7. Health and Safety Legislation - J Milner.</p>	
<p>PROFESSIONAL DEVELOPMENT - SUPPORT STAFF</p> <p>1. First Aid/Specialist medical training - St Johns.</p> <p>2. LLI Speech Training - RTLB.</p> <p>3. Autism/Special Needs - RTLB.</p> <p>4. e-Tap Student Management systems.</p> <p>5. APPA Administration Conference.</p> <p>6. Transfer to new Payroll system.</p> <p>7. ENROL - student attendance system.</p> <p>8. Individualised PD.</p>		<p>SCHOOL EVENTS</p> <p>1. Launch "The Brickery" T1.</p> <p>2. Tell me your story/sing me your song T1.</p> <p>3. International Dress Up Day T1.</p> <p>4. Cultural performances T1.</p> <p>5. School production, Yesterday T2.</p> <p>6. Matanaki - Gio Disco T2.</p> <p>7. Parent/Information evening T3.</p> <p>8. Grandparents Got Talent T3.</p> <p>9. School Athletics/Sports Day T4.</p> <p>10. Rotary "Read to me" programme.</p> <p>11. RNZ Ballet, PLD/visits/performances.</p> <p>12. School events.</p> <p>13. Careers/Community visitors in school.</p> <p>14. Youth Yoga Y7/8 Girls - programme for mental health.</p>	
<p>COMMUNITY LIAISON</p> <p>1. AUT/MIT networking partnership/Project Pipeline.</p> <p>2. Quilling kids - Blankets on Beds - R Burgess.</p> <p>3. Learning Journals - Parent/Whanau presentations.</p> <p>4. Parent Information Evening/Digital Technology.</p> <p>5. Parent/teacher 3 way conferences.</p> <p>6. Interscholar sports events.</p> <p>7. School newsletter, website, facebook, Seesaw.</p> <p>8. Pre-school visits, afternoon/morning tea, Kindergarten liaison/exchange visits (staff).</p> <p>9. Bot/Community @ Redoubt meetings.</p> <p>10. Rotary "Read to me" programme.</p> <p>11. RNZ Ballet, PLD/visits/performances.</p> <p>12. School events.</p> <p>13. Careers/Community visitors in school.</p> <p>14. Youth Yoga Y7/8 Girls - programme for mental health.</p>		<p>FUNDRAISING</p> <p>1. ANZAC Poppy day appeal, whole school.</p> <p>2. Cancer - Daffodil Day appeal, whole school.</p> <p>3. Matanaki Light Disco.</p> <p>4. Twilight Christmas Fair.</p> <p>5. Pink/Blue Breakfast Cancer - staff.</p> <p>6. School Events.</p> <p>7. Blankets on Beds.</p> <p>8. RNZ Ballet/Theatre production.</p>	
<p>MARKETING</p> <p>1. Prime Minister Excellence Awards.</p> <p>2. Community Concert/Services.</p> <p>3. School Open Days - Curriculum in Action.</p> <p>4. Newsletters dispatched to VIP's/Community members.</p> <p>5. Media Features in School Events.</p> <p>6. School Website.</p> <p>7. Art work in Community.</p> <p>8. School Facebook Page.</p> <p>9. Redoubt YouTube.</p> <p>10. Seesaw/Parent communication.</p>		<p>BEYOND 2020</p> <p>1. Dads & Lads breakfast.</p> <p>2. Recording Studio (PAT).</p> <p>3. Green Room (PAT).</p> <p>4. Re-development of Music suite.</p> <p>5. NZ Curriculum.</p>	



REDOUBT NORTH SCHOOL

Annual Report - For the year ended 31 December 2020

Index

Page	Statement
<u>1</u>	Statement of Responsibility
<u>2</u>	Statement of Comprehensive Revenue and Expense
<u>3</u>	Statement of Changes in Net Assets/Equity
<u>4</u>	Statement of Financial Position
<u>5</u>	Statement of Cash Flows
<u>6 - 17</u>	Notes to the Financial Statements
	Other Information
	Analysis of Variance
	Kiwisport

REDOUBT NORTH SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

Ministry Number: 1460
Principal: Jane Milner
School Address: 47 Diorella Drive, Manukau, Auckland
School Postal Address: 47 Diorella Drive, Manukau, Auckland
School Phone: 09-263-9060
School Email: office@redoubt.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term expires/expired
Charles Ziegler	Chair Person	Elected 2019	June 2022
Jane Milner	Principal		
Luis Iosefa	Parent Rep	Elected 2019	June 2022
Ashwin Prasad	Parent Rep	Elected 2019	June 2022
John Fale	Parent Rep	Elected 2019	June 2022
Barry Maxwell	Parent Rep	Co-opted 2019	June 2022
Donna Leaning	Staff Rep	Elected 2019	June 2022
Lorraine Dadd	Parent Rep	Elected 2019	June 2022
Robert Ah Chong	Parent Rep	Elected 2019	June 2022

Accountant / Service Provider: Gail Bond - Money Monitors

REDOUBT NORTH 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.

Charles Uglow Ziegler
Full Name of Board Chairperson

JANE MILNER
Full Name of Principal

[Signature]
Signature of Board Chairperson

[Signature]
Signature of Principal

23 March 2022
Date:

23 March 2022
Date:

REDOUBT NORTH 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	5,701,530	5,306,293	5,513,730
Locally Raised Funds	3	95,119	101,000	157,911
Interest Earned		90,711	110,000	113,209
		<u>5,887,360</u>	<u>5,517,293</u>	<u>5,784,850</u>
Expenses				
Locally Raised Funds	3	70,850	83,000	91,810
Learning Resources	4	3,490,785	3,153,909	3,412,596
Administration	5	304,112	406,000	286,497
Property	6	1,738,181	1,626,894	1,602,082
Depreciation	7	237,171	230,000	200,542
Loss on Disposal of Property, Plant and Equipment		-	-	-
		<u>5,841,099</u>	<u>5,499,803</u>	<u>5,593,527</u>
Net Surplus / (Deficit) for the year ended		46,261	17,490	191,323
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>46,261</u>	<u>17,490</u>	<u>191,323</u>

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes.

REDOUBT NORTH SCHOOL
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2020

		2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Balance at 1 January		<u>5,055,360</u>	<u>5,055,360</u>	<u>4,864,037</u>
Total comprehensive revenue and expense for the year		46,261	17,490	191,323
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant		-	-	-
Equity at 31 December	21	<u>5,101,621</u>	<u>5,072,850</u>	<u>5,055,360</u>
Retained Earnings		5,101,621	5,072,850	5,055,360
Reserves		-	-	-
Equity at 31 December		<u>5,101,621</u>	<u>5,072,850</u>	<u>5,055,360</u>

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes.

REDOUBT NORTH SCHOOL
Statement of Financial Position
As at 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Assets				
Cash and Cash Equivalents	8	389,280	1,583,473	775,983
Accounts Receivable	9	258,738	248,483	248,483
GST Receivable		17,940	-	-
Prepayments		3,281	8,212	8,212
Inventories	10	16,286	10,321	10,321
Investments	11	3,708,138	2,132,891	3,132,891
		<u>4,393,663</u>	<u>3,983,380</u>	<u>4,175,890</u>
Current Liabilities				
GST Payable		-	41,893	41,893
Accounts Payable	13	324,879	400,595	400,596
Provision for Cyclical Maintenance	14	51,000	146,755	146,755
Finance Lease Liability - Current Portion	15	27,942	28,006	28,006
Funds Held for Capital Works Projects	16	388,232	325,178	325,178
		<u>792,053</u>	<u>942,427</u>	<u>942,428</u>
Working Capital Surplus/(Deficit)		3,601,610	3,040,953	3,233,462
Non-current Assets				
Property, Plant and Equipment	12	1,746,062	2,104,180	1,894,180
		<u>1,746,062</u>	<u>2,104,180</u>	<u>1,894,180</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	240,676	38,966	38,966
Finance Lease Liability	15	5,375	33,317	33,317
		<u>246,051</u>	<u>72,283</u>	<u>72,283</u>
Net Assets		<u>5,101,621</u>	<u>5,072,850</u>	<u>5,055,359</u>
Equity	21	<u>5,101,621</u>	<u>5,072,850</u>	<u>5,055,360</u>

The above Statement of Financial Position should be read in conjunction with the accompanying notes.

REDOUBT NORTH SCHOOL
Statement of Cash Flows
For the year ended 31 December 2020

	2020	2020	2019
Note	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Cash flows from Operating Activities			
Government Grants	1,464,781	1,370,990	1,318,804
Locally Raised Funds	95,119	101,000	157,911
Goods and Services Tax (net)	(59,832)	(0)	13,692
Payments to Employees	(739,541)	(609,000)	(629,998)
Payments to Suppliers	(612,230)	(1,050,677)	(461,729)
Interest Received	94,251	110,000	115,129
Net cash from / (to) the Operating Activities	242,548	(77,687)	513,809
Cash flows from Investing Activities			
Purchase of PPE (and Intangibles)	(89,053)	(440,000)	(572,052)
Purchase of Investments	(575,247)	1,000,000	32,742
Net cash from / (to) the Investing Activities	(664,300)	560,000	(539,310)
Cash flows from Financing Activities			
Furniture and Equipment Grant	-	-	-
Finance Lease Payments	(28,005)	(0)	(25,085)
Funds Administered on Behalf of Third Parties	63,054	325,178	325,178
Net cash from Financing Activities	35,049	325,178	300,093
Net increase/(decrease) in cash and cash equivalents	(386,703)	807,491	274,592
Cash and cash equivalents at the beginning of the year	8 775,983	775,983	501,391
Cash and cash equivalents at the end of the year	8 389,280	1,583,474	775,983

The above cash flow statement should be read in conjunction with the accompanying notes.

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 omitted.

REDOUBT NORTH SCHOOL

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2020

a) Reporting Entity

Redoubt North 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 14.

Useful lives of property, plant and equipment

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

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 of 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 – Crown	20 years
Furniture and equipment	15 years
Information and communication technology	4 years
Leased Assets held under a Finance Lease	3 years
Library resources	12.5% Diminishing value

1) Impairment of property, plant, and equipment and intangible assets

The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.



If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the surplus or deficit.

The reversal of an impairment loss is recognised in the surplus or deficit.

m) Accounts Payable

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

n) Employee Entitlements

Short-term employee entitlements

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

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

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

o) Provision for Cyclical Maintenance

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

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

p) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are categorised as "financial assets measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as "financial assets at fair value through other comprehensive revenue and expense" for accounting purposes in accordance with financial reporting standards.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

q) Goods and Services Tax (GST)

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

r) Budget Figures

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

2. Government Grants

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational grants	1,343,202	1,310,990	1,220,739
Teachers' salaries grants	2,891,135	2,622,409	2,855,794
Use of Land and Buildings grants	1,360,782	1,312,894	1,327,426
Other MoE Grants	106,411	60,000	109,771
	5,701,530	5,306,293	5,513,730

The school has opted in to the donations scheme for this year. Total amount received was \$101,400.
Other MOE Grants total includes additional COVID-19 funding totalling \$11,787 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	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations	3,019	10,000	25,249
Fundraising	11,734	10,000	28,124
Trading	76,061	69,000	84,037
Activities	4,305	12,000	20,501
	95,119	101,000	157,911
Expenses			
Activities	5,794	12,000	24,024
Trading	58,780	63,000	59,522
Fundraising (costs of raising funds)	6,276	8,000	8,264
	70,850	83,000	91,810
Surplus for the year Locally raised funds	24,269	18,000	66,101

4. Learning Resources

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	124,264	160,500	155,214
Information and communication technology	11,305	15,000	15,651
Library resources	3,641	4,000	10,393
Employee benefits - salaries	3,346,107	2,954,409	3,218,512
Staff development	5,468	20,000	12,826
	3,490,785	3,153,909	3,412,596

5. Administration

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Audit Fee	6,740	8,000	6,544
Board of Trustees Fees	2,882	5,000	3,179
Board of Trustees Expenses	8,183	41,000	14,734
Communication	10,151	14,000	10,264
Consumables	26,336	51,000	30,206
Other	28,174	68,000	34,078
Employee Benefits - Salaries	184,260	172,000	151,185
Insurance	9,386	20,000	8,307
Service Providers, Contractors and Consultancy	28,000	27,000	28,000
	<u>304,112</u>	<u>406,000</u>	<u>286,497</u>

6. Property

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Caretaking and Cleaning Consumables	64,872	84,000	49,526
Cyclical Maintenance Provision	112,563	15,000	11,935
Grounds	20,404	30,000	25,609
Heat, Light and Water	28,348	33,000	28,595
Repairs and Maintenance	22,642	32,000	22,504
Use of Land and Buildings	1,360,782	1,312,894	1,327,426
Security	13,099	15,000	15,837
Employee Benefits - Salaries	115,471	105,000	120,650
	<u>1,738,181</u>	<u>1,626,894</u>	<u>1,602,082</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	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Building Improvements - Crown	101,487	100,000	77,124
Furniture and Equipment	44,063	50,000	44,541
Information and Communication Technology	56,963	60,000	62,394
Leased Assets	29,965	15,000	12,110
Library Resources	4,693	5,000	4,373
	<u>237,171</u>	<u>230,000</u>	<u>200,542</u>

8. Cash and Cash Equivalents

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Cash on Hand	500	500	500
Bank Current Account	383,339	1,578,577	771,087
Bank Call Account	5,441	4,396	4,396
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	<u>389,280</u>	<u>1,583,473</u>	<u>775,983</u>

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

Of the \$389,280 Cash and Cash Equivalents, \$388,232 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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Receivables	-	15,169	15,169
Interest Receivable	16,421	19,961	19,961
Teacher Salaries Grant Receivable	242,317	213,353	213,353
	<u>258,738</u>	<u>248,483</u>	<u>248,483</u>
Receivables from Exchange Transactions	16,421	35,130	35,130
Receivables from Non-Exchange Transactions	242,317	213,353	213,353
	<u>258,738</u>	<u>248,483</u>	<u>248,483</u>

10. Inventories

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Stationery	428	2,125	2,125
School Uniforms	15,858	8,196	8,196
	<u>16,286</u>	<u>10,321</u>	<u>10,321</u>

11. Investments

The School's investment activities are classified as follows:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Asset			
Short-term Bank Deposits	3,708,138	2,132,891	3,132,891
	<u>3,708,138</u>	<u>2,132,891</u>	<u>3,132,891</u>

12. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2020						
Building Improvements	1,349,454				(101,487)	1,247,967
Furniture and Equipment	248,240	9,102			(44,063)	213,279
Information and Communication	158,920	73,019			(56,963)	174,976
Leased Assets	106,955				(29,965)	76,990
Library Resources	30,611	7,741	(809)		(4,693)	32,850
Balance at 31 December 2020	<u>1,894,180</u>	<u>89,862</u>	<u>(809)</u>	<u>-</u>	<u>(237,171)</u>	<u>1,746,062</u>

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2020			
Building Improvements	2,083,179	(835,212)	1,247,967
Furniture and Equipment	574,272	(360,993)	213,279
Information and Communication	514,300	(339,324)	174,976
Leased Assets	131,851	(54,861)	76,990
Library Resources	97,625	(64,775)	32,850

Balance at 31 December 2020

3,401,227	(1,655,165)	1,746,062
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The net carrying value of equipment held under a finance lease is \$76,989 (2019: \$106,955)

2019	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Building Improvements	939,329	487,249			(77,124)	1,349,454
Furniture and Equipment	266,305	26,476			(44,541)	248,240
Information and Communication Technology	163,994	57,320			(62,394)	158,920
Leased Equipment	59,547	59,518	-		(12,110)	106,955
Library Resources	33,976	6,522	(5,514)		(4,373)	30,611
Balance at 31 December 2019	1,463,151	637,085	(5,514)	-	(200,542)	1,894,180

The net carrying value of equipment held under finance lease is \$106,955 (2018:\$59,547)

2019	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Building Improvements	2,083,179	(733,725)	1,349,454
Furniture and Equipment	565,169	(316,929)	248,240
Information and Communication Technology	441,281	(282,361)	158,920
Leased Equipment	131,851	(24,896)	106,955
Library Resources	92,325	(61,714)	30,611
Balance at 31 December 2019	3,313,805	(1,419,626)	1,894,180

13. Accounts Payable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operating creditors	18,937	41,671	41,671
Accruals	19,687	114,324	114,324
Banking staffing overuse	-	-	-
Employee Entitlements - salaries	281,095	240,935	240,935
Employee Entitlements - leave accrual	5,160	3,665	3,665
	324,879	400,595	400,596
 Payables for Exchange Transactions	 324,879	 400,595	 400,596
	324,879	400,595	400,596

The carrying value of payables approximates their fair value.

14. Provision for Cyclical Maintenance

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	185,721	185,721	175,402
Increase (decrease) to the Provision During the Year	112,563	15,000	11,935
Use of the Provision During the Year	(6,608)	(15,000)	(1,616)
Provision at the End of the Year	<u>291,676</u>	<u>185,721</u>	<u>185,721</u>
Cyclical Maintenance - Current	51,000	146,755	146,755
Cyclical Maintenance - Term	240,676	38,966	38,966
	<u>291,676</u>	<u>185,721</u>	<u>185,721</u>

15. Finance Lease Liability

The School has entered into a number of finance lease agreements for computers. Minimum lease payments payable (this is the principal portion and does not include the interest portion):

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
No Later than One Year	27,942	28,006	28,006
Later than One Year and no Later than Five Years	5,375	33,317	33,317
Later than Five Years			
	<u>33,317</u>	<u>61,323</u>	<u>61,323</u>

16. Funds Held for Capital Works Projects

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

	2020	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
Endeavour Upgrade Stage 1	<i>In progress</i>	325,178	156,315	(93,261)	-	388,232
Totals		<u>325,178</u>	<u>156,315</u>	<u>(93,261)</u>	<u>-</u>	<u>388,232</u>

Represented by:
Funds Held on Behalf of the Ministry of Education

388,232

	2019	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
Endeavour Upgrade Stage 1	<i>In progress</i>	-	376,630	(51,452)	-	325,178
Totals		<u>-</u>	<u>376,630</u>	<u>(51,452)</u>	<u>-</u>	<u>325,178</u>

17. Related Party Transactions

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

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

18. Remuneration

Key management personnel compensation

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

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	2,882	3,179
Full-time equivalent members	0.35	0.35
<i>Leadership Team</i>		
Remuneration	517,064	495,637
Full-time equivalent members	4.00	4.00
Total key management personnel remuneration	519,946	498,816
Total full-time equivalent personnel	4.35	4.35

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	185-190	175-185
Benefits and Other Emoluments	0-5	0-5
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
110-120	1.00	-
100-110	2.00	3.00
	3.00	2.00

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

19. 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 has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance. The Ministry has recognised an estimated provision based on the analysis of sample data, which may not be wholly representative of the total dataset for Teacher and Support Staff Entitlements. A more accurate estimate will be possible after further analysis of non-compliance has been completed, and this work is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis has been completed

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

20. Commitments

(a) Capital Commitments

As at 31 December 2020 the Board has not entered into any contracts.

(Capital commitments at 31 December 2019: nil)

(b) Operating Commitments

As at 31 December 2020 the Board has not entered into any contracts.

(Operating Commitments at 31 December 2019:nil)

21. 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.

22. Financial Instruments

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

Financial assets measured at amortised cost

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash and Cash Equivalents	389,280	1,583,473	775,983
Receivables	258,738	248,483	248,483
Investments - Term Deposits	3,708,138	2,132,891	3,132,891
Total Cash and Receivables	4,356,156	3,964,847	4,157,357

Financial liabilities measured at amortised cost

Payables	324,879	400,595	400,596
Finance Leases	33,317	61,323	61,323
Total Financial Liabilities Measured at Amortised Cost	358,196	461,918	461,919

23. Events After Balance Date

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



INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Redoubt North School (the School). The Auditor-General has appointed me, Matt Laing, using the staff and resources of Deloitte Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 17, that comprise the statement of financial position as at 31 December 2020, the statement of comprehensive revenue and expense statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2020; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 23 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 of Trustees 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 of Trustees for the financial statements

The Board of Trustees 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.

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In preparing the financial statements, the Board of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of Trustees 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 of Trustees' 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 of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees 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.

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the information including List of Board of Trustees, Statement of Responsibility, Analysis of Variance Report and KiwiSport Report, but does not include the financial statements, and our auditor's report thereon.

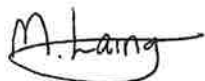
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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 the School.



Matt Laing
Partner
for Deloitte Limited
On behalf of the Auditor-General
Hamilton, New Zealand