



PRIMARY SCHOOL

# REDOUBT NORTH SCHOOL CHARTER 2021 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, thereby giving a strong sense of belonging;
  - valuing and accepting individual differences with mutual respect;
  - understanding and respecting the achievements and aspirations of others;
  - enhancing self-esteem & self confidence by a safe inclusive culture;
  - developing a sense of humility, courage and respect;
  - providing an environment where risk taking is encouraged; celebrating the success of all learners/ākonga.

## EDUCATION GOALS

- They are made possible by:
- ensuring every learner/ākonga gains sound foundation skills including language, literacy and numeracy;
  - reducing barriers to education for all, including Māori and Pacific learners/ākonga and those with physical and learning support needs;
  - develop staff to strengthen teaching, leadership and learner support capability across the school;
  - supporting learners/ākonga to see the connection between what they're learning and the world around them;
  - enhancing learning through the use of information and communication technology;
  - developing knowledge and understandings of the principles of Te Tiriti o Waitangi;
  - promoting a good sense of citizenship by allowing student decision-making;
  - developing knowledge and understandings of the principles of the Treaty of Waitangi;
  - developing key capabilities including communication, problem solving, critical thinking and interpersonal skills.

## LOCAL GOALS

- They are made possible by:
- partnering with family/whānau to sustain their identities, languages and cultures;
  - effective communication leading to collaborative partnerships with families/whānau/community;
  - providing a safe physical and emotional environment supporting the well-being of all learners/ākonga and staff;
  - teaching and encouraging respect and care of the environment and the heritage of NZ histories and stories;
  - being committed to developing well-rounded students – intellectually, socially, emotionally, physically and morally.

## CULTURAL DIVERSITY AND MĀORI 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 learners/ākonga to build and realise their aspirations.

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

### Māori Dimension

Through the guiding principles in Ka Hikitia the school will support the identity, language and culture of Māori learners and whānau to strengthen belonging, engagement and achievement as Māori, so that Māori learners can actively participate in te ao Māori, Aotearoa and the wider world. High expectations and aspirations for learners/ākonga will be identified and worked with collaboratively with parents/whānau, hapū, iwi and the school. Financial scholarships will be actively sought for high achieving students to further their education through the Endeavour, John Buchanan and sports awards.

### Pasifika Dimension

Through the 2021-2030 Pacific Action Plan the school will support diverse Pacific learners ensuring learners and families are safe, valued, and equipped to achieve their education aspirations. The school places an importance on building their knowledge and understanding of specific Pacific cultural values histories, experiences, customs and languages enabling a "trust" partnership with families/communities. Financial scholarships will be actively sought for high achieving students to further their education through the Endeavour, John Buchanan and Sports awards.

Reporting, consultation and collaboration with the Māori and Pacific Island communities will occur on a regular formal and informal basis as per the 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 2021

STRATEGIC DIRECTION	2021 PRIORITIES	2022 PRIORITIES	2023 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>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>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><b>NAG 1A</b> 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><b>FOCUS AREAS</b> 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 (Hauora) - Digital Technology/ Online Safety/ Values based - Arts - Visual/Performing</p>	<p><b>FOCUS AREAS</b> Mathematics Literacy - Written Language - Oral Language - Reading Mathematics Digital Technology STEAM (Science focus)</p>	<p><b>FOCUS AREAS</b> Literacy - Oral Language - Reading - Written Language Mathematics Digital Technologies Focus Social Science Learning Languages</p>
<p><b>NAG 1A</b> To prioritise school-wide Literacy and Numeracy programmes.</p>	<p>Focused professional development on Reading and Maths/ Strands. Maintain current Literacy Learning programmes (small groups). Focused 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>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>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><b>NAG 1A</b> 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, Kikiti - 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>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, Kikiti - 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>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, Kikiti - 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><b>NAG 1B</b> 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 for Achievement 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 schoolwide.</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><b>NAG 1C/D</b> 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 Scholars. 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. Further develop 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 Scholars. 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 Scholars. 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	2021 PRIORITIES	2022 PRIORITIES	2023 PRIORITIES
<p><b>NAG 1E</b> In consultation with the schools Maori and Pacific Island community develop policies, plans and targets for improving achievement.</p>	<p>Consult with whānau kanohi ki te kanohi twice a year on aspirations, goals and pathways of students. Continue informal contact on daily basis. Meet with community groups i.e. Maori/ Pacific Island/Asian/Indian groups each term via Community @ Redoubt Group/Hui/Fono. Reporting to parents via Newsletters and 3 way student conferences on academic achievements. Parent Information Evening - Curriculum Focus— Literacy Maths Digital Technology. BOT meetings/ School Internal Evaluation. Annual Report. Ongoing consultation with High Needs families/agencies regarding Inclusive Practices. Community survey on Health &amp; Physical Education. Professional Growth Cycle Targeting: - Tapasa - Action plan for Pacific Education 2021 - 2030 - Ka Hikitia</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. Community survey on School Performance and Priorities.</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 &amp; Physical Education.</p>
<p><b>NAG 1F</b> 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 Sports people/ 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 2021

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 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.	Completed Term 1 & 2
Focused school-wide Professional development/coaching in areas of Written Language Vocabulary (Jnr/Mid/Snr—syndicate level).	D Leaning DP A Cole AP M Gadd	3,000	Term 1-4	To further develop and incorporate language experiences leading to the improvement of oral vocabulary and descriptive written language (Poetry Focus).	Completed Term 1 & 2
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 (Practical Investigations).	Completed Term 1 & 2
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.	Completed Term 1 & 2
Maintain LEGO based programmes "A System for Inquiry Learning" and "Thera-Build" - Promoting Emotional Well-being in children.	Principal DP's M Cathro 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.	Completed Term 1 & 2
Provide Professional development in Kids Rich in Character programmes for new staff. Refresher course for current staff. Maintain 'Field of Dreams' programmes.	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.	Completed Term 1 & 2
Planned school-wide professional development on Digital Technology.	H Hohaia CFG Team	\$1,000	Term 1/2/3	To maintain the use of digital practices throughout the school - focus on Seesaw, Learning profiles for student/whanau re: positive involvement. To further develop school IT systems, e-Tap/Google.	Completed Term 3 & 4
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.	Completed Term 2 & 3
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.	Completed

## NAG 1 CURRICULUM - ANNUAL PLAN 2021 (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 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.	Completed
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.	Completed
Complete current school Internal Evaluation data in preparation for the 2021 Annual Report.	BOT Principal Deputy Principals		Term 1/4	Annual report will reflect the school targets and maintain continuous improvement.	Completed
Review/ revise 2021 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.	Completed Term 1 & 2. Adjusted format Term 4 due to Covid Lockdown
Maintain Accelerant Curriculum development programmes: Reading, Written Language, Oral Language, Numeracy, Digital Technologies, Science and Health/Well-Being.	Deputy Principals Assistant Principals M Hogg M Venter		Term 1-4	To cater for students with special needs and those who have an identified gifted area.	Completed Term 1 & 2
Maintain ESOL Programmes - Provide professional development to staff. Release teachers to observe quality ESOL programmes in school.	L Gordon Deputy Principals		Term 1-4	All staff to be upskilled in delivering ESOL programmes to students.	Completed Term 1 & 2
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 CFG-Cultural Diversity		Term 1/4	Increased understanding/ ownership by the Maori community of government legislation and school/ student achievement, leading to greater 'Learning Relationships'.	Completed Term 1 & 2
Implement Key Shift 1 Action Plan 2020 - 2030 Pacific Education	B.O.T. Principal CFG-Cultural Diversity		Ongoing	Increased knowledge of a shared vision and aspirations of students from Pacific backgrounds and of barriers to learning. Develop curriculum initiatives to address identified needs.	Completed Term 1
Maintain Community @ Redoubt Group and identified Cultural Focus group for reporting and consultation.	B.O.T. Principal		Ongoing Termly	Maintain consultation/ discussion with parent/ whanau with regard to what their key learning focus is.	Completed Term 1 & 2. Covid Lockdown restrictions in Term 3 & 4.
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.	Completed
Implement modified Incredible Years RTLB programme for increased teacher awareness of classroom management and student behaviour.	C Dreyer		Term 3-4	Improved teacher classroom management and student behaviour leading to more focused on task student learning and differentiated programmes.	Completed
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.	Completed

## CURRICULUM TARGET ACTION PLAN FOR 2021 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 2020 data revealed that 55% of year 1 students are achieving at or above the expected achievement levels. 43% of boys, 65% girls, 47% Māori, 49% Pasifika and 71% Asian. Therefore, we intend to raise writing achievement of all students in this year level with particular emphasis on our Māori and Pasifika students.

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

TARGET SET		ANALYSIS OF VARIANCE		EVALUATION (now what?)	
OUTCOME (what happened)		ANALYSIS OF VARIANCE		EVALUATION (now what?)	
<p>To accelerate achievement so that 75% of all year 2 students and 70% of Māori and Pasifika students attain or exceed the expected achievement levels.</p>	<p>Target not Achieved. Our term 2 assessment showed that 69% of Māori students and 82% of Pasifika achieved at or above the expected achievement level. Although we have exceeded our target in some areas and got very close to reaching another, we are convinced that this data may not be a true representation of their current levels. Students had begun to make gains with the support received in term 1 and 2. This support was provided through small group intensives from specialist teachers and intensive IPP (inter professional practice) coaching and mentoring by several experienced staff members.</p>	<p>Our latest data from June 2021 showed that we exceeded our target for all year 2 students by 6%, we exceeded our Pasifika target by 12% and we didn't quite meet the target for our Māori students who were 1% away from achieving the target we set. This ensured highly effective teaching and learning programs were being delivered. To date students have now missed 33 days of school while in Level 4 lockdown and 59 days while in level 3 lockdown, students may not have retained progress as they have not had the opportunity to secure and build upon the new skills and knowledge gained. In addition, the vast majority of our students were unable to access online learning and when in level 2 many in our community were Covid hesitant and this impacted on attendance.</p>	<p>Closer analysis of 2021 data revealed that 26% of year 3 students are achieving at or above the expected achievement levels. 14% of boys, 40% girls, 30% Māori, 24% Pasifika and 38% Asian. Therefore the 2022 Year 4 cohort will be our target group so that 70% of all Year 4 students and 65% of Boys and Pasifika students attain or exceed the expected achievement levels.</p>		
Quality Action Required (Actions to achieve targets)		Who (Led by)	Budget	When	Expectation Outcomes
<p>To provide IPP (inter Professional Practice) which will include observations, modelling, mentoring and support in written language.</p>	<p>Written Language Specialist</p>	<p>Written Language Specialist</p>	<p></p>	<p>Throughout the year</p>	<p>To upskill and induct new staff and ensure continuity of written language teaching, throughout the school.</p>
<p>To undertake 4 school-wide written language experiences in order to moderate Written Language and continue teacher development in using e-asTTle prompts.</p>	<p>Written Language Specialist Teachers</p>	<p>Written Language Specialist Teachers</p>	<p></p>	<p>Terms 1, 2, 3, 4</p>	<p>To ensure school wide consistency and data. To help teachers to refine their understanding of the standards and to identify individual needs in written language.</p>
<p>To collate assessment data from e-asTTle in order to review classroom programmes and progress.</p>	<p>Principal Deputy Principals Written Language Specialist</p>	<p>Principal Deputy Principals Written Language Specialist</p>	<p></p>	<p>Ongoing</p>	<p>To ensure effective programmes are being delivered that target specific areas and individual needs in order to lift levels and raise student achievement in written language, across the school. To identify school wide trends and next steps.</p>
<p>To provide professional development on "Building Excitement, Engagement &amp; Achievement in Writing" with Dr Murray Gadd.</p>	<p>Literacy Team DP's, AP's</p>	<p>Literacy Team DP's, AP's</p>	<p></p>	<p>Terms 1, 2, 3, 4</p>	<p>To upskill staff on teaching written language thereby improving student's progress and achievement.</p>
<p>To accelerate student achievement through small group intensives with specialist teacher.</p>	<p>Written Language Specialist</p>	<p>Written Language Specialist</p>	<p></p>	<p>Throughout the year</p>	<p>To accelerate progress in written language for target students and selected needs.</p>
<p>To continue to build up a library of models suitable for use in classrooms, across all levels.</p>	<p>Written Language Specialist Literacy Team</p>	<p>Written Language Specialist Literacy Team</p>	<p></p>	<p>Ongoing</p>	<p>To ensure a consistency of practice across the school and support teachers with writing motivations.</p>
<p>Regular written language walk-through's, books and planning audits.</p>	<p>Deputy Principals Written Language Specialist</p>	<p>Deputy Principals Written Language Specialist</p>	<p></p>	<p>Throughout the year</p>	<p>To refine written language practice and programmes throughout the school.</p>
<p>To hold monthly monitoring meetings to observe and discuss the progress of target children.</p>	<p>Deputy Principals Written Language Specialist Target Group Classroom Teachers</p>	<p>Deputy Principals Written Language Specialist Target Group Classroom Teachers</p>	<p></p>	<p>Monthly</p>	<p>To lift written language achievement and to advise on needs and abilities thus refining classroom practice and teacher expectation.</p>
<p>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.</p>	<p>Deputy Principals Assistant Principals Written Language Specialist</p>	<p>Deputy Principals Assistant Principals Written Language Specialist</p>	<p></p>	<p>Terms 1, 2, 3, 4</p>	<p>To build motivation and encourage a love for writing thus accelerating progress</p>
<p>To provide PCT's extra support, resources, and motivations as part of the PCT programme</p>	<p>Deputy Principals Assistant Principals Written Language Specialist</p>	<p>Deputy Principals Assistant Principals Written Language Specialist</p>	<p>Literacy</p>	<p>Throughout the year</p>	<p>To ensure effective teaching programmes are being delivered across the school and support PCT's with delivery and progression over the year.</p>

# CURRICULUM TARGET ACTION PLAN FOR 2021 READING - BUDGET \$17,000

**ANNUAL AIM:** To raise the achievement levels of all students so that increasing numbers are achieving at or above the expected reading Achievement levels.

**BASELINE DATA:** Close analysis of 2020 Reading data revealed that only 39% of the entire Year One cohort had attained levels at or above those expected for a Year 1 student. This 40% of boys, 39% of girls, 44% of Māori, 48% of Asian and only 32% 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 (now what?)	
Quality Action Required (Actions to achieve targets)	Who (Led by)	Budget	When	Expectation Outcomes			
To accelerate achievement so that 72% of all Year 2 students attain or exceed expected achievement levels including 70% of Pasifika students.	Target not achieved. Although Specialist teachers undertook small group intensives and others were released to model and mentor teachers in reading, our target was not achieved. Due to Covid lockdowns the last possible assessment (completed in June) revealed 53% of students had attained or exceeded expected levels including 53% Pasifika.		So far this year, 33 days of Level 4 lockdown plus 54 days of Level 3. Our school zone has been an area of interest in each lockdown.—resulting in reluctance to return to school even in Level 2. The vast majority of our students could not access online learning.	Analysis of the last Reading data available revealed that only 53% of the entire Yr 2 cohort had attained levels at or above those expected for a Year 2 student. Including 44% of Boys, 59 % of Girls, 44% of Maori, 53% Pasifika and 65 % of Asian. Therefore in 2022 this cohort will remain our target group. We will accelerate achievement so that 72% of all Yr 3 children attain or exceed expected achievement levels including 70% of Pasifika and Maori.			
To provide Redoubt North reading induction programmes for new members of staff.	Literacy Team, Tutor Teachers Deputy Principals, Assistant Principals		Term 1	To ensure all new staff are immersed in Redoubt North Schools expectations and routines for the teaching of Reading.			
To provide continued PD on 'The Balanced Reading Programme', Sheena Cameron, Louise Dempsey.	Literacy Team Assistant Principals, Deputy Principals		Term 1 and ongoing	To refine Reading Practice across the school and thus provide a consistent and improved delivery and a lift in levels.			
To invite our Community to a Hui/Fono on reading including practical workshops.	Literacy Team Management Classroom Teachers		Term 3	To coach and support parents and Whānau and thereby lift student achievement.			
To provide IPP (inter professional practice) which will include observations, modelling, mentoring and supporting teachers.	Reading Specialist Teachers		Throughout 2021	To upskill and refresh teachers in good teaching practice thus improving the teaching of reading across the school.			
To hold monthly 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 accelerate reading achievement levels for our target students by reviewing needs and identifying next steps.			
To purchase high interest reading material and to maintain current book stock.	Literacy team, Classroom teachers	\$17,000	Ongoing	To motivate and encourage a love of reading thus fast-tracking progress and the development of comprehension.			
To provide focussed Professional Development for Provisionally Certified Teachers.	Deputy Principals, Literacy Team, Tutor Teachers		Terms 1 and 2	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		Ongoing	To fast-track 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		Throughout 2021	To use assessment data in relation to achievement levels to identify individuals and groups in need of additional support or extension.			
To review assessment data, spot check and determine the particular learning needs of target students.	Deputy Principal, Reading Recovery Teachers		Termly	To accelerate levels of reading achievement and to advise on needs and abilities thereby refining teaching practice.			
The Teacher Aides to support teachers with children learning basic sight words, alphabet skills and reading mileage.	Deputy Principals, Senior Managers, Teacher Aides		Termly	To accelerate progress for individual students.			
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 in reading, decoding and comprehension.			
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.			



# CURRICULUM TARGET ACTION PLAN FOR 2021 MATHEMATICS - BUDGET \$3,000

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

**BASELINE DATA:** Analysis of 2020 data revealed that 45% of Year 7 boys are achieving below or well below in mathematics. These will become the target group for 2021.

**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			
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.	Target not achieved. Although specialist teachers undertook small group intensives and others were released to model and mentor teachers in reaching our targets unfortunately were not achieved. Due to lockdowns the last possible assessment completed (June) revealed 60% of students were not attained or exceeded expected levels including 61% of Pasifika.		During this year we have had 33 days of Level 4 lockdown and 59 days of Level 3. Our school zone has been an area of interest in each lockdown—resulting in reluctance to return children to school even in Level 2. The vast majority of our students could not access online learning.	Analysis of the last Mathematics data available revealed that only 50% of the entire Year 4 cohort had attained levels at or above those expected for year 4 students. Including 39% of girls, 62% of boys, 38% of Maori, 59% of Pasifika and 53% of Asian students. Therefore in 2022 the year 5 girls will become our target group. So that 67% of the Year 5 girls attain or exceed expected achievement levels including 67% of Maori and Pasifika students.		
To maintain a teacher mentoring scheme, with modelling and observations.	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 provide professional development for new staff; introducing e-asTTle as an assessment tool.	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 moderate assessment practices and results. To continue to upskill in gathering relevant and accurate evidence to inform OTJ's.	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 collate maths assessment data and analyse all students from Year 1 to Year 8.	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 maintain the monitoring system for targeted children and groups.	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 work with parent, families and whānau around ways of supporting student learning through Parent Conferences and meetings.	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 further extend math's resources across the school.	Mathematics Leader Curriculum Focus Group		Ongoing	To provide appropriate maths resources that encourage and facilitate the teaching of mathematics. Complete inventory of current resources.		
To upskill all teachers in the teaching, planning and assessment of mathematics.	Mathematics Leader Deputy Principals		Ongoing	To ensure PCT's learn accurately how to plan and teach mathematics. To ensure student achievement is maintained.		
Maths specialist to provide accelerant Maths Programmes for at risk students.	Mathematics Leader Deputy Principals		Ongoing	For target group to achieve at or above expected achievement level.		
To work with Year 7-8 extension children focusing on participation in 2021 Mathex.	Mathematics Leader Curriculum Focus Group		Term 2-4	To provide children who require math's extension a focused extension programme with a competitive outcome.		
Develop a home/school maths programme supporting students who are at risk.	Mathematics Leader Curriculum Focus Group		Term 1 - 3	Parents to be empowered to assist their children and be involved in raising achievement.		
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	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 purchase relevant math's resources	Deputy Principal	\$3,000	Term 1-3	Maintain high standard of available resources for teaching programmes.		

## NAG 2: PLANNING, REVIEWING AND REPORTING - STRATEGIC PLAN 2021

STRATEGIC DIRECTION	2021 PRIORITIES	2022 PRIORITIES	2023 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 2021 strategic priorities Write 2022 School Strategic Plans Write 2021 Annual Plan Write 2022 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 2023 School Strategic Plans Write 2022 Annual Plan Write 2023 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>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 2023 strategic priorities Write 2024 School Strategic Plans Write 2023 Annual Plan Write 2024 Achievement Levels Target Plans Report on the 2023 School Strategic Plan Report on the 2023 Annual Plan Report on the 2023 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"> <li>• who are not achieving;</li> <li>• who are at risk of not achieving;</li> <li>• who have special needs;</li> <li>• 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.</li> </ul>	<p>Consult with the Community Consult with the Maori Community Consult with the Pacific Island Community Report to the Community Report to the Maori Community Report to the Pacific Island Community Reduce Barriers to Education: - No school donations - Free school lunches - School provision of IT 1:1 (no BYOD)</p> <p>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 Consult with the Pacific Island Community Report to the Community Report to the Maori Community Report to the Pacific Island Community Reduce Barriers to Education: - No school donations - Free school lunches - School provision of IT 1:1 (no BYOD)</p> <p>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 Pacific Island Community Report to the Community Report to the Maori Community Report to the Pacific Island Community Reduce Barriers to Education: - No school donations - Free school lunches - School provision of IT 1:1 (no BYOD)</p> <p>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 Financial Management Property Management Internal Evaluation Tapasā - Pacific Education Plan 2020 - 2030 Health &amp; Safety STA - Training Webinars Teacher Appraisal (new system)</p>	<p>STA workshops/Conference Being a Good employer At the Chalk Face Treaty of Waitangi Privacy Act Asset Management Community Network and Reporting Assessment and Evaluation 5/10Y Property Plan</p>	<p>STA Training Workshops STA Conference 5Yr &amp; 10Yr Property Plan Community Networking and Reporting Role of BOT - Governance/Management Financial Management Property Management</p>

## NAG 2 PLANNING, REVIEWING AND REPORTING - ANNUAL PLAN 2021

PLANNED PRIORITIES	WHO	BUDGET (\$)	WHEN	EXPECTED OUTCOME	VARIANCE ANALYSIS/ ANNUAL REPORT
Collect information to formulate the Schools Charter 2022 - 2023	BoT Principal Staff Community		Term 1/4	All school stakeholders provide information to assist with the preparation of the school plan.	Completed
Prepare the 2021 –2023 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	Completed
Report on the 2021 - 2023 Strategic and Annual Plans	BoT Principal		Term 4	Information pertaining to the 2021-2022 Strategic Plan is summarized and reports prepared, published and available	Completed
Prepare the 2021 Annual and Achievement Levels Target Plans	BoT Principal Deputy Principals Curriculum Leaders		Term 4	Information pertaining to the 2021 Annual and Achievement Levels Target Plans are collated and reports prepared, published and available	Completed
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.	Completed
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	Completed
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.	Completed
In consultation with BOT and staff prepare school-wide planned Professional Growth Cycle for 2021	Teaching staff	\$20,000	Term 1-4	The staff will be informed and upskilled in the areas identified for Professional Development for 2021 - Literacy, Numeracy, Health and Well-Being, Digital Technologies, Arts.	Completed

### NAG 3: PERSONNEL - STRATEGIC PLAN 2021

STRATEGIC DIRECTION	2021 PRIORITIES	2022 PRIORITIES	2023 PRIORITIES
To develop and further refine procedural frameworks which promote high levels of staff performance.	Develop/Implement Teacher Appraisal System.	Review/Revise Teacher Appraisal System.	Maintain Teacher Appraisal System.
To provide a professional development plan which will equip staff to deliver quality teaching and learning (whole staff focus).	<p><b>FOCUS:</b></p> <ul style="list-style-type: none"> <li>- Reading</li> <li>- Written Language</li> </ul> <p>Mathematics Digital Technology Health and Wellbeing Arts</p>	<p><b>FOCUS:</b></p> <ul style="list-style-type: none"> <li>- Written Language</li> <li>- Oral Language</li> <li>- Reading</li> <li>- Mathematics</li> </ul> <p>Digital Technologies STEAM (Social Focus)</p>	<p><b>FOCUS:</b></p> <ul style="list-style-type: none"> <li>- Oral Language</li> <li>- Reading</li> <li>- Written Language</li> </ul> <p>Mathematics Social Science Learning Languages Digital Technologies</p>
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 2021

PLANNED PRIORITIES	WHO	BUDGET (\$)	WHEN	EXPECTED OUTCOME	VARIANCE ANALYSIS/ ANNUAL REPORT
Implement New Teacher Appraisal Systems.	BoT Principal Deputy Principals		Term 3/4	The new Teacher Appraisal System will be evaluated and revised accordingly. Increased Trust based model with targeted PLD.	Completed
Develop and manage the Professional Growth Cycle highlighting priorities identified through staff consultation and Board Internal Evaluation.	BoT Principal Senior Staff	\$20,000	Term 1-4	Plan developed for implementation in 2021. (See At A Glance 2021)	Completed
Ensure policies and procedures are correct and fully implemented according to legislation	BoT Principal		Ongoing	BoT fulfills its role as a good employer.	Completed

## NAG 4 FINANCE AND PROPERTY - STRATEGIC PLAN 2021

STRATEGIC DIRECTION	2021 PRIORITIES	2022 PRIORITIES	2023 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. Opt into the MoE No Donations scheme.	Collect information from all stakeholders. Prepare an Annual Operational Budget/ Implement Enrolment zone ballots as required. Monitor the school roll fluctuations. Opt in to adopt the MoE No Donations scheme.	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—2024 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 2021. Review/revise cleaning programme/schedules.	Refer 5 year property maintenance plan 2022 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 2021

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.	Completed
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.	Completed
Review 5 year Property Plan.	BoT Principal Barry Maxwell MoE		Ongoing	School buildings and property will be well maintained with hazards identified and rectified.	Completed
Implement priorities as stated in School's Charter.	BoT Principal Barry Maxwell MOE		Ongoing	Property development will be researched and planned according to needs.	Completed

## NAG 5 HEALTH AND SAFETY - STRATEGIC PLAN 2021

STRATEGIC DIRECTION	2021 PRIORITIES	2022 PRIORITIES	2023 PRIORITIES
To provide a safe physical environment for students and adults.	Maintain 2021 Risk Management Programme Analyse accident and illness information Maintain Health and Safety emergency plans and procedures Maintain emergency programme	Prepare 2022 Risk Management Programme Analyse accident and illness information Review and Revise specific Health and Safety emergency plans and procedures Implement emergency programme	Prepare 2023 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.	Implement Free School Lunch Programme (MoE). Maintain Water Only School. Promote healthy food and nutrition in all school practices and activities.	Maintain Free School Lunch Programme (MoE). Maintain Water Only School. 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 2021

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.	Completed
Participate in InnerFit programmes (Kids Rich in Character)	Sports Specialist Teachers		Term 2	Maintain Kids Rich in Character programmes for sports, participation and fitness. Manukau Counties Sorts coaches involved for daily coaching of teams/sports and outside agencies.	Completed
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. Parental option to join the Free School Lunches Scheme.	Completed
Develop or review, as appropriate Health and Safety legislation, policy and procedures.	BoT Principal		Ongoing	BoT fulfills legislative requirements.	Completed

## NAG 6 LEGISLATION - STRATEGIC PLAN 2021

STRATEGIC DIRECTION	2021 PRIORITIES	2022 PRIORITIES	2023 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 2021

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	Completed
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.	Completed
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	Completed

## NAG 7 LEGISLATION - STRATEGIC PLAN 2021

STRATEGIC DIRECTION	2021 PRIORITIES	2022 PRIORITIES	2023 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 7 LEGISLATION - ANNUAL PLAN 2021

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.	Completed
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.	Completed

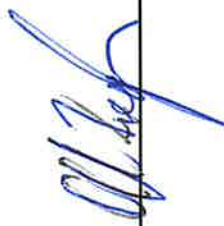


## NAG 8 - LEGISLATION VARIANCE 2021

STRATEGIC DIRECTION	2021 PRIORITIES	2022 PRIORITIES	2023 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 2021

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.	Completed
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.	Completed

  
**APPROVED**  
 Chairperson

**Date: 17 November 2021**

CURRICULUM RESOURCES	CURRICULUM OBJECTIVES	CURRICULUM FOCUS
<p>1. Purchase 24 55" smart TVs with iPad/pen and stand (one per classroom).</p> <p>2. Purchase cluster of 6 guitars and percussion instruments (boomwhackers).</p> <p>3. Purchase additional art drying racks.</p> <p>4. Purchase strand maths equipment for all classrooms.</p> <p>5. Maintain library book stock.</p> <p>6. Maintain individual reading book resources.</p> <p>7. Purchase 60 generation 9 pads.</p> <p>8. Update kapa haka/cultural dress.</p> <p>9. Purchase of resources Pacific Ed Plan 2020-2030 (key shift 3)</p> <p>- Land of voyagers</p> <p>- Pasifika Digital Legends</p>	<p>To further develop and incorporate language experiences leading to the improvement of oral vocabulary and descriptive language (poetry focus).</p> <p>To continue to engage students through a balanced reading programme incorporating variety within the three aspects of reading—(with/to/by).</p> <p>To develop/implement practical investigations of maths strands throughout year levels 1 - 8.</p> <p>To further develop and extend the experience of staff utilising digital communication with parents/whānau and community via targeted workshops.</p> <p>To further develop the Lego Therabuild programme to support learners suffering from anxiety (COVID-19) trauma, domestic violence, and social/emotional well-being.</p> <p>To provide opportunities for students to develop in visual and performing arts through classroom programmes and public performances.</p> <p>To provide exploration of media i.e. mosaics/crafts.</p>	<p>Literacy - Written Language</p> <p>- Reading</p> <p>Mathematics</p> <p>Digital Technology</p> <p>Health &amp; Wellbeing (Haora)</p> <p>Arts—Visual/Performing</p>
<p>1. Financial Management - Gall Bond.</p> <p>2. At the Chalk Face! Visiting classrooms - Jane Milner.</p> <p>3. Property Management - Barry Maxwell.</p> <p>4. School Trustees Conference 2021.</p> <p>5. STA Training Webinars.</p> <p>6. Tāpasa - Pacific Education Plan 2020-2030.</p> <p>7. Key Shift 1/4/5.</p> <p>8. Health &amp; Safety.</p> <p>9. Privacy Act.</p>	<p>1. Identified school staff/synodicator/PCT meetings.</p> <p>2. Building excitement, engagement and achievement in writing Murray Gadd Online PD.</p> <p>3. Balanced reading programme—Sheena Cameron.</p> <p>4. Digital Technology Curriculum Integration (coding/robotics/Seesaw).</p> <p>5. Curriculum reporting to syndicates weekly (CFG).</p> <p>6. Lego Education/Therabuild with Lego.</p> <p>7. Hands on Maths - authentic practical experiences/strand Learning Visible.</p> <p>8. Harvard Graduate School of Education.</p> <p>9. Webinars.</p> <p>10. Orla Principals Association Meetings and Professional Development.</p> <p>11. Tāpasa - Pacific Education Plan 2020-2030 (CFG) Yr1.</p> <p>12. Key shift 2/3/4 (Staff and Workshops).</p> <p>13. The Arts - mosaics Auckland University Sarah Yates.</p>	<p>1. Teachers Matter! Professional Reading Publication for Senior Management.</p> <p>2. Professional Learning Groups T4/T7 (RN).</p> <p>3. APPA Senior Management Conference.</p> <p>4. Inter Professional Practice - Making Learning Visible.</p> <p>5. Harvard Graduate School of Education.</p> <p>6. Orla Principals Association Meetings and Professional Development.</p> <p>7. APPANZPP Principals Conference.</p> <p>8. Professional Learning Group (Orara).</p>
<p>1. ANZAC Day - Poppy appeal.</p> <p>2. Darfoll Day - Cancer Society.</p> <p>3. Lego in Homes.</p> <p>4. Pyjama Day.</p> <p>5. Let's Get 'Wiggy' Day.</p> <p>6. Tin can donation/Christmas in Playground.</p> <p>7. Blankets on Beds (Redoubt).</p> <p>8. School Events.</p> <p>9. Reading "café".</p>	<p>1. Commerce Property development of Endeavour pod classrooms and break out areas.</p> <p>2. Recreate classes into completed new pod.</p> <p>3. Complete 5YP maintenance - carpet areas/decking in Endeavour Pod.</p> <p>4. Investigate/research options for the development of an exterior Amphitheatre with shade cover and astro turf.</p> <p>5. Implement video surveillance - Endeavour Pod.</p> <p>6. Complete 5YP school maintenance programme.</p> <p>7. Prepare/review 10YP school property plan.</p> <p>8. Landscaping of newly developed areas - Endeavour Pod.</p>	<p>1. LLI Speech Training - MoE.</p> <p>2. Autism/Special Needs - RTLB.</p> <p>3. Transfer to new Payroll system Epay.</p> <p>4. First Aid/Specialist medical training - St Johns.</p> <p>5. e-Tap Student Management systems.</p> <p>6. ENROL - student attendance system.</p> <p>7. APPA Administration Conference.</p> <p>8. Individualised PD.</p>
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# REDOUBT NORTH SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2021

#### 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](mailto:office@redoubt.school.nz)

#### Members of the Board

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term expires/expired</b>
Charles Ziegler	Presiding Member	Elected 2019	May 2022
Jane Milner	Principal ex Officio		
Luis Iosefa	Parent Representative	Elected 2019	May 2022
Ashwin Prasad	Parent Representative	Elected 2019	May 2022
John Fale	Parent Representative	Elected 2019	May 2022
Barry Maxwell	Parent Representative	Co-opted 2019	May 2022
Donna Leaning	Staff Representative	Elected 2019	May 2022
Lorraine Dadd	Parent Representative	Elected 2019	May 2022
Robert Ah Chong	Parent Representative	Elected 2019	May 2022

**Accountant / Service Provider:** Gail Bond - Money Monitors

# REDOUBT NORTH SCHOOL

Annual Report - For the year ended 31 December 2021

## Index

<b>Page</b>	<b>Statement</b>
<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 - 18</u>	Notes to the Financial Statements
	<b>Other Information</b>
	Analysis of Variance
	Kiwisport

# REDOUBT NORTH SCHOOL

## Statement of Responsibility

For the year ended 31 December 2021

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

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

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

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

Chas Ugbo Ziegler  
Full Name of Board Chairperson

JANE MILNER  
Full Name of Principal

[Signature]  
Signature of Board Chairperson

[Signature]  
Signature of Principal

4th November 2022  
Date:

4th November 2022  
Date:

**REDOUBT NORTH SCHOOL**  
**Statement of Comprehensive Revenue and Expense**  
For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Revenue</b>				
Government Grants	2	5,624,585	5,544,875	5,701,530
Locally Raised Funds	3	77,108	85,000	95,119
Interest Income		50,484	40,000	90,711
		<u>5,752,177</u>	<u>5,669,875</u>	<u>5,887,360</u>
<b>Expenses</b>				
Locally Raised Funds	3	76,233	75,000	70,850
Learning Resources	4	3,428,987	3,372,194	3,490,785
Administration	5	543,477	335,000	304,112
Property	6	1,143,078	1,638,426	1,738,181
Depreciation	11	222,716	240,000	237,171
Loss on Disposal of Property, Plant and Equipment		-	-	-
		<u>5,414,491</u>	<u>5,660,620</u>	<u>5,841,099</u>
<b>Net Surplus / (Deficit)</b>		337,686	9,255	46,261
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u><u>337,686</u></u>	<u><u>9,255</u></u>	<u><u>46,261</u></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 2021

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Balance at 1 January</b>	5,101,621	5,101,621	5,055,360
Total comprehensive revenue and expense for the year	337,686	9,255	46,261
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	9,244	-	-
<b>Equity at 31 December</b>	<b>5,448,551</b>	<b>5,110,876</b>	<b>5,101,621</b>
Retained Earnings	5,448,551	5,110,876	5,101,621
Reserves	-	-	-
<b>Equity at 31 December</b>	<b>5,448,551</b>	<b>5,110,876</b>	<b>5,101,621</b>

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 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	2,109,252	1,238,535	389,280
Accounts Receivable	8	262,315	258,738	258,738
GST Receivable		-	17,940	17,940
Prepayments		12,872	3,281	3,281
Inventories	9	9,905	16,286	16,286
Investments	10	3,502,074	2,708,138	3,708,138
		<u>5,896,418</u>	<u>4,242,918</u>	<u>4,393,663</u>
<b>Current Liabilities</b>				
GST Payable		40,937	-	-
Accounts Payable	12	330,647	324,879	324,879
Provision for Cyclical Maintenance	13	75,000	51,000	51,000
Finance Lease Liability	14	13,821	27,942	27,942
Funds Held for Capital Works Projects	15	1,470,460	388,232	388,232
		<u>1,930,865</u>	<u>792,053</u>	<u>792,053</u>
<b>Working Capital Surplus/(Deficit)</b>		<b>3,965,553</b>	<b>3,450,865</b>	<b>3,601,610</b>
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	1,599,715	1,906,062	1,746,062
		<u>1,599,715</u>	<u>1,906,062</u>	<u>1,746,062</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	13	101,233	240,676	240,676
Finance Lease Liability	14	15,484	5,375	5,375
		<u>116,717</u>	<u>246,051</u>	<u>246,051</u>
<b>Net Assets</b>		<u><u>5,448,551</u></u>	<u><u>5,110,876</u></u>	<u><u>5,101,621</u></u>
<b>Equity</b>		<u><u>5,448,551</u></u>	<u><u>5,110,876</u></u>	<u><u>5,101,621</u></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 2021

	Note	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		1,448,785	1,361,655	1,464,781
Locally Raised Funds		77,108	85,000	95,119
Goods and Services Tax (net)		58,876	-	(59,832)
Payments to Employees		(648,443)	(601,000)	(739,541)
Payments to Suppliers		(485,917)	(636,400)	(612,230)
Interest Received		52,406	40,000	94,251
Net cash from / (to) the Operating Activities		<u>502,815</u>	<u>249,255</u>	<u>242,548</u>
<b>Cash flows from Investing Activities</b>				
Purchase of Property, Plant & Equipment (and Intangibles)		(52,439)	(400,000)	(89,053)
Purchase of Investments		206,064	1,000,000	(575,247)
Net cash from / (to) the Investing Activities		<u>153,625</u>	<u>600,000</u>	<u>(664,300)</u>
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		9,244	-	-
Finance Lease Payments		(27,941)	-	(28,005)
Funds Administered on Behalf of Third Parties		1,082,229	-	63,054
Net cash from Financing Activities		<u>1,063,532</u>	<u>-</u>	<u>35,049</u>
<b>Net increase/(decrease) in cash and cash equivalents</b>		<u><b>1,719,972</b></u>	<u><b>849,255</b></u>	<u><b>(386,703)</b></u>
Cash and cash equivalents at the beginning of the year	7	389,280	389,280	775,983
<b>Cash and cash equivalents at the end of the year</b>	7	<u><b>2,109,252</b></u>	<u><b>1,238,535</b></u>	<u><b>389,280</b></u>

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 2021

#### **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 is of the view that the School is a public benefit entity for financial reporting purposes.

#### **b) Basis of Preparation**

##### **Reporting Period**

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

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

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

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

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

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

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

##### **Measurement Base**

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

##### **Presentation Currency**

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

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

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

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

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

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

#### *Cyclical Maintenance*

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 13.

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

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

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

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

#### *Classification of leases*

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

#### *Recognition of grants*

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

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

##### **Government Grants**

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

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

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

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

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

##### **Other Grants**

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

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

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

##### **Interest Revenue**

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

**d) 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.

**e) Finance Lease Payments**

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

**f) Cash and Cash Equivalents**

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

**g) Accounts Receivable**

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

**h) Inventories**

Inventories are consumable items held for sale and comprise of stationery and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

**i) Investments**

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

**j) Property, Plant and Equipment**

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

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

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

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 to crown Owned Assets	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

### **k) Intangible Assets**

#### *Software costs*

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

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

### **l) 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 not expected to be settled wholly before twelve months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows.

#### **o) Provision for Cyclical Maintenance**

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

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

#### **p) Financial Instruments**

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

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

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

#### **q) Goods and Services Tax (GST)**

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

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

Commitments and contingencies are disclosed exclusive of GST.

#### **r) Budget Figures**

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

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational grants	1,568,549	1,301,655	1,343,202
Teachers' salaries grants	2,952,188	2,855,794	2,891,135
Use of Land and Buildings grants	978,468	1,327,426	1,360,782
Other MoE Grants	125,380	60,000	106,411
	<b>5,824,585</b>	<b>5,544,875</b>	<b>5,701,530</b>

The school has opted in to the donations scheme for this year. Total amount received was \$101,400.

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

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<b>Revenue</b>			
Donations & Bequests	4,014	-	3,019
Fundraising & Community Grants	10,498	10,000	11,734
Trading	57,331	68,000	76,061
Fees for Extra Curricular Activities	5,265	7,000	4,305
	<b>77,108</b>	<b>85,000</b>	<b>95,119</b>
<b>Expenses</b>			
Extra Curricular Activities Costs	8,551	7,000	5,794
Trading	65,927	64,000	58,780
Fundraising & Community Grant Costs	1,755	4,000	6,276
	<b>76,233</b>	<b>75,000</b>	<b>70,850</b>
<i>Surplus for the year Locally raised funds</i>	<b>875</b>	<b>10,000</b>	<b>24,269</b>

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	94,153	121,400	124,264
Information and communication technology	4,239	30,000	11,305
Library resources	2,229	5,000	3,641
Employee benefits - salaries	3,325,912	3,200,794	3,346,107
Staff development	2,454	15,000	5,468
	<b>3,428,987</b>	<b>3,372,194</b>	<b>3,490,785</b>

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	7,000	8,000	6,740
Board of Trustees Fees	2,110	5,000	2,882
Board of Trustees Expenses	20,654	28,000	8,183
Communication	9,602	14,000	10,151
Consumables	23,919	38,000	26,336
Other	279,878	52,000	28,174
Employee Benefits - Salaries	163,382	151,000	184,260
Insurance	8,932	10,000	9,386
Service Providers, Contractors and Consultancy	28,000	29,000	28,000
	<b>543,477</b>	<b>335,000</b>	<b>304,112</b>

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	87,164	81,000	64,872
Cyclical Maintenance Provision	(115,443)	15,000	112,563
Grounds	21,626	30,000	20,404
Heat, Light and Water	28,158	33,000	28,348
Repairs and Maintenance	16,069	32,000	22,642
Use of Land and Buildings	978,468	1,327,426	1,360,782
Security	16,862	15,000	13,099
Employee Benefits - Salaries	110,174	105,000	115,471
	<b>1,143,078</b>	<b>1,638,426</b>	<b>1,738,181</b>

The use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	2,109,252	1,238,535	389,280
Short-term Bank Deposits	-	-	-
Cash and cash equivalents for Statement of Cash Flows	<b>2,109,252</b>	<b>1,238,535</b>	<b>389,280</b>

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

Of the \$2,109,252 Cash and Cash Equivalents, \$1,470,460 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2022 on Crown owned school buildings.

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	-	-	-
Interest Receivable	7,875	16,421	16,421
Teacher Salaries Grant Receivable	254,440	242,317	242,317
	<b>262,315</b>	<b>258,738</b>	<b>258,738</b>
Receivables from Exchange Transactions	7,875	16,421	16,421
Receivables from Non-Exchange Transactions	254,440	242,317	242,317
	<b>262,315</b>	<b>258,738</b>	<b>258,738</b>



	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Stationery	2,723	428	428
School Uniforms	7,182	15,858	15,858
	<b>9,905</b>	<b>16,286</b>	<b>16,286</b>

The School's Investment activities are classified as follows:

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Asset Short-term Bank Deposits	3,502,074	2,708,138	3,708,138
	<b>3,502,074</b>	<b>2,708,138</b>	<b>3,708,138</b>

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2021</b>						
Building Improvements	1,247,967				(82,908)	<b>1,165,059</b>
Furniture and Equipment	213,279	7,227			(40,582)	<b>179,924</b>
Information and Communication Technology	174,976	47,639	(3,590)		(64,418)	<b>154,607</b>
Leased Assets	76,990	23,931			(30,554)	<b>70,367</b>
Library Resources	32,850	1,172	(10)		(4,254)	<b>29,758</b>
<b>Balance at 31 December 2021</b>	<b>1,746,062</b>	<b>79,969</b>	<b>(3,600)</b>	<b>-</b>	<b>(222,716)</b>	<b>1,599,715</b>

The net carrying value of equipment held under a finance lease is \$70,367 (2020: \$76,990)

	2021 Cost or \$	2021 Accumulated \$	2021 Net Book \$	2020 Cost or \$	2020 Accumulated \$	2020 Net Book Value \$
Building Improvements	2,083,179	(918,120)	<b>1,165,059</b>	2,083,179	(835,212)	<b>1,247,967</b>
Furniture and Equipment	584,243	(404,319)	<b>179,924</b>	574,272	(360,993)	<b>213,279</b>
Information and Communication Technology	555,607	(401,000)	<b>154,607</b>	514,300	(339,324)	<b>174,976</b>
Leased Assets	155,782	(85,415)	<b>70,367</b>	131,851	(54,861)	<b>76,990</b>
Library Resources	98,765	(69,007)	<b>29,758</b>	97,625	(64,775)	<b>32,850</b>
<b>Balance at 31 December</b>	<b>3,477,576</b>	<b>(1,877,861)</b>	<b>1,599,715</b>	<b>3,401,227</b>	<b>(1,855,165)</b>	<b>1,746,062</b>

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Creditors	8,408	18,937	18,937
Accruals	16,215	19,687	19,687
Banking staffing overuse	-	-	-
Employee Entitlements - salaries	293,217	281,095	281,095
Employee Entitlements - leave accrual	12,807	5,160	5,160
	<u>330,647</u>	<u>324,879</u>	<u>324,879</u>
Payables for Exchange Transactions	330,647	324,879	324,879
	<u>330,647</u>	<u>324,879</u>	<u>324,879</u>

The carrying value of payables approximates their fair value.

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	291,676	291,676	185,721
Increase to the Provision During the Year		15,000	112,563
Adjustment to the Provision	(115,443)	(15,000)	(6,608)
Use of the Provision During the Year	-	-	-
Provision at the End of the Year	<u>176,233</u>	<u>291,676</u>	<u>291,676</u>
Cyclical Maintenance - Current	75,000	51,000	51,000
Cyclical Maintenance - Term	101,233	240,676	240,676
	<u>176,233</u>	<u>291,676</u>	<u>291,676</u>

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):

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
No Later than One Year	13,821	27,942	27,942
Later than One Year and no Later than Five Years	15,484	5,375	5,375
Later than Five Years	-	-	-
Future finance charges	-	-	-
	<u>29,305</u>	<u>33,317</u>	<u>33,317</u>
Represented by:			
Finance Lease Liability - Current	13,821	27,942	27,942
Finance Lease Liability - Term	15,484	5,375	5,375
	<u>29,305</u>	<u>33,317</u>	<u>33,317</u>

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

	2021	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Endeavour Upgrade Stage 1	<i>In progress</i>	388,232	1,367,175	(284,947)	-	1,470,460
Totals		<u>388,232</u>	<u>1,367,175</u>	<u>(284,947)</u>	<u>-</u>	<u>1,470,460</u>

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

1,470,460

	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

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.

*Key management personnel compensation*

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

	<b>2021 Actual \$</b>	<b>2020 Actual \$</b>
<i>Board Members</i>		
Remuneration	2,110	2,882
<i>Leadership Team</i>		
Remuneration	541,599	517,064
Full-time equivalent members	4.00	4.00
<b>Total key management personnel remuneration</b>	<b>543,709</b>	<b>519,946</b>

There are 8 members of the Board excluding the Principal. The Board had held 5 full meetings of the Board in the year.

*Principal*

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

	<b>2021 Actual \$000</b>	<b>2020 Actual \$000</b>
<b>Salaries and Other Short-term Employee Benefits:</b>		
Salary and Other Payments	190-200	185-190
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:

<b>Remuneration \$000</b>	<b>2021 FTE Number</b>	<b>2020 FTE Number</b>
110-120	3.00	1.00
100-110	4.00	2.00
	<b>7.00</b>	<b>3.00</b>

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

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

**Holidays Act Compliance – schools payroll**

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

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

To the extent that any obligation cannot reasonably be quantified at 31 December 2021, a contingent liability for the school may exist.

**(a) Capital Commitments**

As at 31 December 2021 the Board has not entered into any contracts.

(Capital commitments at 31 December 2020: nil)

**(b) Operating Commitments**

As at 31 December 2021 the Board has not entered into any contracts.

(Operating Commitments at 31 December 2020: nil)

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

Loans and receivables	2021	2021	2020
	Actual \$	Budget (Unaudited) \$	Actual \$
Cash and Cash Equivalents	2,109,252	1,238,535	389,280
Receivables	262,315	258,738	258,738
Investments - Term Deposits	3,502,074	2,708,138	3,708,138
<b>Total Cash and Receivables</b>	<b>5,873,641</b>	<b>4,205,411</b>	<b>4,356,156</b>
<b>Financial liabilities measured at amortised cost</b>			
Payables	330,647	324,879	324,879
Finance Leases	29,305	33,317	33,317
<b>Total Financial Liabilities Measured at Amortised Cost</b>	<b>359,952</b>	<b>358,196</b>	<b>358,196</b>

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

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

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### **Impact of Covid-19**

During 2021 the country moved between alert levels. During February and March 2021 Auckland was placed into alert levels 3 and 2 and other parts of the country moved into alert level 2.

Towards the end of June 2021, the Wellington region was placed into alert level 2 for one week.

Towards the end of August 2021, the entire country moved to alert level 1, with a move to alert level 3 and 2 for everyone outside the Auckland region three weeks later. While Auckland has remained in alert level 3 for a prolonged period of time the Northland and Waikato regions have also returned to alert level 3 restrictions during this period.

#### **Impact on operations**

Schools have been required to continue adapting to remote and online learning practices when physical attendance is unable to occur in alert level 4 and 3. Schools continue to receive funding from the Te Tahuhu o te Matauranga / Ministry of Education, even while closed.

However, the ongoing interruptions resulted from the moves in alert levels have impacted schools in various ways which potentially will negatively affect the operations and services of the school. We describe below the possible effects on the school that we have identified, resulting from the ongoing impacts of the COVID-19 alert level changes.

#### **Reduction in locally raised funds**

Under alert levels 4, 3 and 2 the school's ability to undertake fund raising events in the community and/or collect donations or other contributions from parents, may have been compromised. Costs already incurred arranging future events may not be recoverable.

#### **Increased Remote learning additional costs**

Under alert levels 4 and 3 ensuring that students have the ability to undertake remote or distance learning often incurs additional costs in the supply of materials and devices to students to enable alternative methods of curriculum delivery.