

TOKOMARU SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

Ministry Number:	3046
Principal:	Sonia Mudgway
School Address:	5 Tokomaru East Road, Tokomaru
School Postal Address:	5 Tokomaru East Road, Tokomaru, 4864
School Phone:	06 329 8780
School Email:	office@tokomaru.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expires/ Expired
Matthew Henry	Chairperson	Elected	Jul 2022
Sonia Mudgway	Principal	ex Officio	
Vince Fletcher	Parent Rep	Elected	Jul 2022
Dave Lawton	Parent Rep	Elected	Jul 2022
Deborah Phillips	Parent Rep	Elected	Jul 2022
Wayne Richards	Parent Rep	Co-opted	Jul 2022
Mel Scott	Staff Rep	Elected	Jul 2022

Accountant / Service Provider: Education Services Ltd

TOKOMARU SCHOOL

Annual Report - For the year ended 31 December 2020

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Tokomaru School

Statement of Responsibility

For the year ended 31 December 2020

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2020 fairly reflects the financial position and operations of the school.

The School's 2020 financial statements are authorised for issue by the Board.

Matthew Gordon Henry

Full Name of Board Chairperson

[Signature]

Signature of Board Chairperson

3/5/2021

Date:

Sonia Rochelle Mudgway

Full Name of Principal

[Signature]

Signature of Principal

3.5.21

Date:

Tokomaru School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue				
Government Grants	2	926,961	849,414	904,628
Locally Raised Funds	3	36,055	18,800	35,594
Interest income		1,875	1,800	2,301
Gain on Sale of Property, Plant and Equipment		23	-	178
		<hr/>	<hr/>	<hr/>
		964,914	870,014	942,701
Expenses				
Locally Raised Funds	3	17,348	10,948	19,657
Learning Resources	4	660,444	604,800	642,336
Administration	5	81,475	73,556	82,007
Finance		865	261	1,314
Property	6	150,932	165,265	155,721
Depreciation	7	26,459	23,528	27,616
Loss on Disposal of Property, Plant and Equipment		7,492	-	2,290
		<hr/>	<hr/>	<hr/>
		945,015	878,358	930,941
Net Surplus / (Deficit) for the year		19,899	(8,344)	11,760
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
		19,899	(8,344)	11,760

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

Tokomaru School
Statement of Changes in Net Assets/Equity

For the year ended 31 December 2020

	Notes	Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
Balance at 1 January		350,917	336,790	339,157
Total comprehensive revenue and expense for the year		19,899	(8,344)	11,760
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant		11,875	-	-
Equity at 31 December	22	382,691	328,446	350,917
Retained Earnings		382,691	328,446	350,917
Equity at 31 December		382,691	328,446	350,917

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.



Tokomaru School
Statement of Financial Position
As at 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	265,693	182,581	221,118
Accounts Receivable	9	46,421	39,238	36,976
GST Receivable		-	5,056	-
Prepayments		5,536	4,087	5,367
Investments	10	67,899	63,864	66,054
		<u>385,549</u>	<u>294,826</u>	<u>329,515</u>
Current Liabilities				
GST Payable		2,152	-	762
Accounts Payable	12	63,838	49,447	46,680
Revenue Received in Advance	13	241	501	10,112
Provision for Cyclical Maintenance	14	37,625	2,400	950
Finance Lease Liability - Current Portion	15	5,204	7,055	5,037
Funds held for Capital Works Projects	16	81,586	-	24,551
		<u>190,646</u>	<u>59,403</u>	<u>88,092</u>
Working Capital Surplus/(Deficit)		194,903	235,423	241,423
Non-current Assets				
Property, Plant and Equipment	11	207,135	151,791	161,398
		<u>207,135</u>	<u>151,791</u>	<u>161,398</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	16,850	50,702	46,783
Finance Lease Liability	15	2,497	8,066	5,121
		<u>19,347</u>	<u>58,768</u>	<u>51,904</u>
Net Assets		<u>382,691</u>	<u>328,446</u>	<u>350,917</u>
Equity		<u>382,691</u>	<u>328,446</u>	<u>350,917</u>

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



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

	2020	2020 Budget	2019
Note	Actual \$	(Unaudited) \$	Actual \$
Cash flows from Operating Activities			
Government Grants	246,637	209,999	220,070
Locally Raised Funds	26,156	18,800	45,205
Goods and Services Tax (net)	1,390	-	5,818
Payments to Employees	(107,231)	(77,700)	(87,486)
Payments to Suppliers	(112,784)	(120,937)	(119,767)
Cyclical Maintenance Payments in the year	-	(1,000)	(4,262)
Interest Paid	(865)	(261)	(1,314)
Interest Received	2,016	1,800	2,350
Net cash from/(to) Operating Activities	55,319	30,701	60,614
Cash flows from Investing Activities			
Proceeds from Sale of Property Plant & Equipment (and Intangibles)	24	-	-
Purchase of Property Plant & Equipment (and Intangibles)	(74,137)	(15,500)	(31,662)
Purchase of Investments	(1,844)	-	(2,190)
Net cash from/(to) Investing Activities	(75,957)	(15,500)	(33,852)
Cash flows from Financing Activities			
Furniture and Equipment Grant	11,875	-	-
Finance Lease Payments	(3,697)	(7,829)	(5,404)
Funds Held for Capital Works Projects	57,035	-	24,551
Net cash from/(to) Financing Activities	65,213	(7,829)	19,147
Net increase/(decrease) in cash and cash equivalents	44,575	7,372	45,909
Cash and cash equivalents at the beginning of the year	8 221,118	175,209	175,209
Cash and cash equivalents at the end of the year	8 265,693	182,581	221,118

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

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

Tokomaru School

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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



Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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



Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

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

i) Inventories

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



j) Investments

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

k) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	50 years
Furniture and Equipment	5-15 years
Information and Communication	3-5 years
Library Resources	12.5% DV
Leased assets held under a Finance Lease	Term of Lease



l) Intangible Assets

Software costs

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

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

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

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

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

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

Non cash generating assets

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

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

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

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

n) Accounts Payable

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



o) Employee Entitlements

Short-term employee entitlements

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

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

Long-term employee entitlements

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

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

p) Revenue Received in Advance

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

The School holds sufficient funds to enable the refund of unearned fees in relation to international students, should the School be unable to provide the services to which they relate.

q) Funds Held in Trust

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

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

r) Shared Funds

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

s) Provision for Cyclical Maintenance

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

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

t) Financial Instruments

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

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

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



u) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

Borrowings include but are not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

v) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

w) Budget Figures

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

x) Services received in-kind

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



2. Government Grants

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	214,559	198,209	193,864
Teachers' Salaries Grants	566,914	527,223	573,650
Use of Land and Buildings Grants	110,739	112,192	115,041
Resource Teachers Learning and Behaviour Grants	3,123	500	1,902
Other MoE Grants	31,290	11,290	20,171
Other Government Grants	336	-	-
	<u>926,961</u>	<u>849,414</u>	<u>904,628</u>

The school has opted in to the donations scheme for this year. Total amount received was \$17,250.

3. Locally Raised Funds

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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations	5,904	5,800	9,066
Bequests & Grants	10,000	-	3,540
Activities	8,325	-	10,928
Fundraising	994	-	-
Other Revenue	848	-	-
School House	9,984	13,000	12,060
	<u>36,055</u>	<u>18,800</u>	<u>35,594</u>
Expenses			
Activities	10,264	-	13,694
School House	7,084	10,948	5,963
	<u>17,348</u>	<u>10,948</u>	<u>19,657</u>
<i>Surplus for the year Locally raised funds</i>	<u>18,707</u>	<u>7,852</u>	<u>15,937</u>

4. Learning Resources

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	24,993	30,877	25,713
Library Resources	424	500	639
Employee Benefits - Salaries	630,439	564,923	610,834
Staff Development	4,588	8,500	5,150
	<u>660,444</u>	<u>604,800</u>	<u>642,336</u>

5. Administration

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	4,513	4,513	4,382
Board of Trustees Fees	3,530	3,500	3,035
Board of Trustees Expenses	594	1,050	1,831
Communication	1,097	800	695
Consumables	4,943	5,150	5,194
Other	7,687	8,240	7,080
Employee Benefits - Salaries	48,560	40,000	51,241
Insurance	3,411	3,163	2,549
Service Providers, Contractors and Consultancy	7,140	7,140	6,000
	<u>81,475</u>	<u>73,556</u>	<u>82,007</u>

6. Property

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	5,372	3,700	6,790
Cyclical Maintenance Expense	6,742	7,743	9,003
Grounds	7,484	10,000	10,087
Heat, Light and Water	5,723	5,510	5,991
Rates	927	970	970
Repairs and Maintenance	5,412	6,150	7,839
Use of Land and Buildings	110,739	112,192	115,041
Consultancy And Contract Services	8,533	19,000	-
	<u>150,932</u>	<u>165,265</u>	<u>155,721</u>

The use of land and buildings figure represents 8% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Depreciation

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Building Improvements	1,701	1,181	1,386
Furniture and Equipment	12,078	11,290	13,252
Information and Communication Technology	6,555	5,053	5,931
Leased Assets	5,185	5,490	6,444
Library Resources	940	514	603
	<u>26,459</u>	<u>23,528</u>	<u>27,616</u>

8. Cash and Cash Equivalents

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Current Account	124,450	41,527	79,946
Bank Call Account	141,243	141,054	141,172
	<u>265,693</u>	<u>182,581</u>	<u>221,118</u>

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

Of the \$265,693 Cash and Cash Equivalents \$81,586 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2021 on Crown owned school buildings under the School's Five Year Property Plan.

9. Accounts Receivable

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	1,672	-	-
Banking Staffing Underuse	-	6,908	-
Interest Receivable	391	581	532
Teacher Salaries Grant Receivable	44,358	31,749	36,444
	<u>46,421</u>	<u>39,238</u>	<u>36,976</u>
Receivables from Exchange Transactions	2,063	581	532
Receivables from Non-Exchange Transactions	44,358	38,657	36,444

46,421	39,238	36,976
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10. Investments

The School's investment activities are classified as follows:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Asset			
Short-term Bank Deposits	67,899	63,864	66,054
Total Investments	67,899	63,864	66,054

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2020						
Land	20,000	-	-	-	-	20,000
Building Improvements	54,497	43,603	(4,697)	-	(1,701)	91,702
Furniture and Equipment	61,572	19,183	(2,328)	-	(12,078)	66,349
Information and Communication Tech	11,709	8,873	(180)	-	(6,555)	13,847
Leased Assets	8,675	2,786	-	-	(5,185)	6,276
Library Resources	4,945	5,244	(288)	-	(940)	8,961
Balance at 31 December 2020	161,398	79,689	(7,493)	-	(26,459)	207,135

The net carrying value of equipment held under a finance lease is \$6,276 (2019: \$8,675)

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2020			
Land	20,000	-	20,000
Building Improvements	111,965	(20,263)	91,702
Furniture and Equipment	169,091	(102,742)	66,349
Information and Communication	50,987	(37,140)	13,847
Leased Assets	22,937	(16,661)	6,276
Library Resources	25,883	(16,922)	8,961
Balance at 31 December 2020	400,863	(193,728)	207,135



11. Property, Plant and Equipment - continued

2019	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Land	20,000	-	-	-	-	20,000
Building Improvements	49,673	6,210	-	-	(1,386)	54,497
Furniture and Equipment	57,767	19,346	(2,289)	-	(13,252)	61,572
Information and Communication Tech	15,350	2,290	-	-	(5,931)	11,709
Leased Assets	12,848	2,899	(628)	-	(6,444)	8,675
Library Resources	4,126	1,422	-	-	(603)	4,945
Balance at 31 December 2019	159,764	32,167	(2,917)	-	(27,616)	161,398

The net carrying value of equipment held under a finance lease is \$8,675 (2018: \$12,848)

2019	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Land	20,000	-	20,000
Building Improvements	73,192	(18,695)	54,497
Furniture and Equipment	170,395	(108,823)	61,572
Information and Communication	44,211	(32,502)	11,709
Leased Assets	20,151	(11,476)	8,675
Library Resources	24,962	(20,017)	4,945
Balance at 31 December 2019	352,911	(191,513)	161,398

12. Accounts Payable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operating Creditors	5,942	12,523	3,677
Accruals	4,513	4,254	4,382
Capital Accruals for PPE items	3,770	-	1,032
Banking Staffing Overuse	4,098	-	-
Employee Entitlements - Salaries	44,358	31,749	36,444
Employee Entitlements - Leave Accrual	1,157	921	1,145
	63,838	49,447	46,680
Payables for Exchange Transactions	63,838	49,447	46,680
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	63,838	49,447	46,680

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue Received in Advance	241	501	10,112
	241	501	10,112



14. Provision for Cyclical Maintenance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Provision at the Start of the Year	47,733	45,359	42,992
Increase to the Provision During the Year	7,693	7,743	4,473
Adjustment to the Provision	(951)	-	4,530
Use of the Provision During the Year	-	-	(4,262)
Provision at the End of the Year	<u>54,475</u>	<u>53,102</u>	<u>47,733</u>
Cyclical Maintenance - Current	37,625	2,400	950
Cyclical Maintenance - Term	16,850	50,702	46,783
	<u>54,475</u>	<u>53,102</u>	<u>47,733</u>

15. Finance Lease Liability

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
No Later than One Year	5,547	7,055	5,037
Later than One Year and no Later than Five Years	2,682	8,066	5,121
	<u>8,229</u>	<u>15,121</u>	<u>10,158</u>

16. Funds Held (Owed) for Capital Works Projects

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

	2020	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
AMS Project <i>in progress</i>		24,551	-	(13,363)	-	11,188
Concrete Seats <i>in progress</i>		-	17,654	-	-	17,654
Bike and Running Track Upgrade -SIF <i>in progress</i>		-	34,794	-	-	34,794
Tiered Seating with Cover <i>in progress</i>		-	17,950	-	-	17,950
Totals		<u>24,551</u>	<u>70,398</u>	<u>(13,363)</u>	<u>-</u>	<u>81,586</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	81,586
Funds Due from the Ministry of Education	-
	<u>81,586</u>

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Electrical Upgrade <i>completed</i>		-	10,569	(10,569)	-	-
AMS Project <i>in progress</i>		-	28,771	(4,220)	-	24,551
Totals		<u>-</u>	<u>39,340</u>	<u>(14,789)</u>	<u>-</u>	<u>24,551</u>

17. Related Party Transactions

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

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

18. Remuneration

Key management personnel compensation

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

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	3,530	3,035
Full-time equivalent members	0.06	0.06
<i>Leadership Team</i>		
Remuneration	308,929	314,961
Full-time equivalent members	3.07	3.00
Total key management personnel remuneration	<u>312,459</u>	<u>317,996</u>
Total full-time equivalent personnel	<u>3.13</u>	<u>3.06</u>

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

Principal

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

	2020 Actual \$000	2019 Actual \$000
<i>Salaries and Other Short-term Employee Benefits:</i>		
Salary and Other Payments	120 - 130	110 - 120
Benefits and Other Emoluments	3 - 4	3 - 4
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2020 FTE Number	2019 FTE Number
100 - 110	-	-
	<u>0.00</u>	<u>0.00</u>

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



19. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, committee member, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2020 Actual	2019 Actual
Total	-	-
Number of People	-	-

20. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2020 (Contingent liabilities and assets at 31 December 2019: nil).

Holidays Act Compliance – schools payroll

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

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

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

21. Commitments

(a) Capital Commitments

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

\$140,710 contract for the AMS Project as agent for the Ministry of Education. This project is fully funded by the Ministry and \$28,771 has been received of which \$17,583 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$19,654 contract for the Concrete Seats as agent for the Ministry of Education. This project is fully funded by the Ministry and \$17,654 has been received of which \$0 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$39,794 contract for the Bike and Running Track Upgrade -SIP as agent for the Ministry of Education. This project is fully funded by the Ministry and \$34,794 has been received of which \$0 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$19,950 contract for the Tiered Seating with Cover as agent for the Ministry of Education. This project is fully funded by the Ministry and \$17,950 has been received of which \$0 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital Commitments as at 31 December 2019; \$24,551)

(b) Operating Commitments

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

22. Managing Capital



The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but attempts to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

23. Financial Instruments

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

Financial assets measured at amortised cost

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash and Cash Equivalents	265,693	182,581	221,118
Receivables	46,421	39,238	36,976
Investments - Term Deposits	67,899	63,864	66,054
Total Financial assets measured at amortised cost	<u>380,013</u>	<u>285,683</u>	<u>324,148</u>

Financial liabilities measured at amortised cost

Payables	63,838	49,447	46,680
Finance Leases	7,701	15,121	10,158
Total Financial Liabilities Measured at Amortised Cost	<u>71,539</u>	<u>64,568</u>	<u>56,838</u>

24. Events After Balance Date

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

25. Comparatives

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



Tokomaru School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2020, the school received total Kiwisport funding of \$1,548 (excluding GST). The funding was spent on sporting endeavours.



School Name:	Tokomaru School	School Number: 3046
Strategic Aim:	<p>Strategic Intentions:</p> <p><i>From Goal One:</i></p> <ol style="list-style-type: none"> 1. Target specific curriculum areas to improve school-wide achievement. <p><i>From Goal Two:</i></p> <ol style="list-style-type: none"> 1. Ongoing professional development of staff to ensure consistency and excellence in teaching practice and leadership capabilities. <p>Ensure the professional development of staff is in targeted areas of need.</p>	
Annual Aim:	<p>Global Target: to consistently improve the READING progress of all students to the expected Curriculum Level or Above for the length of time they have been at school (Years 1-3) or their end of year level (Years 4-8).</p>	
Target:	<p>READING TARGET 2020: For 30% of our current Year 2 and 6 students (15 students) who were Within (At) the Curriculum Expectation After 1 Year or At End of Year 5 in November 2019 to make more than one year's progress in relation to the Curriculum Expectation for Reading and will be achieving Above Expectation at the end of November 2020.</p>	
Baseline Data:	<p>Baseline Data Against Curriculum Expectations Dec 2019:</p> <ul style="list-style-type: none"> • <i>Looking at the data, we noticed that there were no children achieving <u>Above Expectation</u> in Years 1 or 5 in Reading, although we now have x25 students overall working ABOVE expectation (at Mid-Year we had x15). Of our x26 Maori students, four are working Above expectation. Therefore we chose a group of readers who are currently 'At Expectation' and aim to get one third of them to make accelerated progress and be 'Above Expectation' at the end of 2020. These children are in Year 2 and 6 this year.</i> 	

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ol style="list-style-type: none"> 1. Target students were identified early in 2020 and recorded on the Writing Action Plan document and in teacher's own planning. 2. Time was set aside at Staff Meetings to conduct structure reflection sessions (using reflective questions prepared beforehand; Reflective Log). 3. Teacher Aide time was allocated to support / accelerate Target Students on a needs basis, and reviewed termly. The SENCO (Mel Scott) applied for RTLB support as / when needed /was appropriate. 4. We used parent helpers and senior buddies to increase the reading mileage of our Target Students. 5. Maori Student Achievement Data continued to be recorded and monitored separately (the same way it is currently done for target students). 6. We continued with the Early Words programme run by teacher aides (unfortunately due to Covid, formal training was not available for new support staff in 2020). 7. Reminders (and education) via the newsletter (for parents) about the importance of reading at home – seeing evidence (Home Reading Diary, Reading Logs etc), using daily/weekly reading tasks at home as a way of supporting reading comprehension and vocabulary 	<p>Reading Target Group Summary:</p> <ul style="list-style-type: none"> • Out of the fifteen children in our Reading Target Group, two left our school in Term Three. Four of the remaining thirteen children have met the target and are Above expectation in Reading; 30% of the group = Target Met. • Three of these four children are Year 6 boys, and the other is a Year 2 girl. Two are Maori students. One further child made significant progress within the year, although is not yet 'Above.' <p>Reading Overall: I included the actual numbers of students (in the charts / graphs for the BOT – see red Charter folder for EOY data report), as the percentages do not accurately reflect the real situation due to some of our cohorts being such small groups.</p> <ul style="list-style-type: none"> • Overall 84.2% At (Within) or Above (this is above the National Average of 77.8% and up almost 5% from 2019). • We have x23 students working ABOVE expectation- at Mid-Year we had x17. 	<ul style="list-style-type: none"> • We have continued to place emphasis on daily reading; establishing the habit of daily home reading. All students must have a book bag and keep a reading log (styles vary from class-to-class but most are included now on the stationery list and purchased from school). • Teachers share running record data and celebrate successes with reading progress or improvements in comprehension levels. • Regular running records are completed to assess a student's readiness for the next level. • We allow older children to choose their own reading material, and include student voice (and teacher input) when buying new reading materials. • Most teachers have increased the amount of non-fiction reading material that children are being exposed to. • Teachers are using a variety of online platforms such as EPIC, Dogo News, Kiwi Kids etc to maintain high interest in reading. • Katrina ensures that the Library has a; wide range of books that interest our children, new book 	<ul style="list-style-type: none"> • Teachers will continue to identify 'at risk' students in their planning and assessment next year (even if they are not part of a formal school-wide target group). • Action Plans for all target students in Reading will continue to be reviewed, and reflections written twice a term. • Time will be set aside for Staff Meetings to conduct structure reflection sessions (using reflective questions prepared beforehand; Reflective Log). • Walkthroughs and formal observations but the Principal may be focused on one or more target student. • Target students will be discussed at staff meetings regularly, to enable staff to share their experiences and knowledge with their colleagues. • Maori Student Achievement Data will continue to be recorded and monitored separately (the same way it is currently done for target students).

<p>development at school (this was particular important during Lockdown).</p> <ol style="list-style-type: none"> 8. We continued to have targeted professional learning (discussions, reading, visits) around Reading. 9. Running Record data continued to be added to our SMS system, which therefore provides cumulative data over time for each student. This helped us identify areas of need within our teaching. 10. We continued to use devices and media in Literacy, as a source of motivation (and to support students with assistive technology requirements). 11. We continued involving the students in the decisions around their 'next steps' in Literacy. 12. Teachers explored enrichment and extension tasks with their reading programmes in order to motivate and enrich the students' reading experiences. 13. We continued to involve the students in the purchasing of reading material for classrooms and the school Library. 14. We continued to develop the School library as a place where children want to go; all classes had a weekly slot as a minimum, and the library was open to all twice a week at break times. 15. We introduced a new 'search computer' for our students to access when they visit the Library (via our new Library Management System 'Accessit'). 	<ul style="list-style-type: none"> • Overall 75 students (out of 89) are working at the expected level. This is up from 68 at Mid-Year. • Of the x14 who are At Risk or Of Concern, x6 didn't start their schooling here, x7 have additional learning needs/diagnosis and at least x5 have additional external support or are part of our additional internal programmes. • There are no 'Of Concern' students in Years 1-3, Year 5 or Year 8. <p>GENDER:</p> <ul style="list-style-type: none"> • Boys Within or Above Expectation is 84.3%, Girls 84.2%, Māori 84%, European 82.2%; all very similar. • All females improved in Reading by at least one year, and in one instance the child made accelerated progress in Reading. • Three of the four successful students in the Reading Target Group were male. <p>Maori/Pacifica Students:</p> <ul style="list-style-type: none"> • Of our x25 Maori students, eight are working Above expectation, and none are 'Of Concern'. This is similar to last year. • Of the three Maori students in our Reading Target, two of them 	<p>displays, competitions and suggestion box. Highly engaging!</p> <p>a</p>	<ul style="list-style-type: none"> • We will continue with Early Words programme run by teacher aides, training new support staff in 2021. • Reminders (and education) via the newsletter (for parents) about: -the importance of home reading, having a book bag and a reading log/diary. • Continue to have targeted professional learning (discussions, reading, visits) around Reading. • Mel (SENCO) continuing to involve parents, whanau, RTLB service and outside agencies in the ongoing education of our most at risk children. We may utilise the VLN (Virtual Learning Network) for Reading support / extension for children as needed.
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16. We continued to invite authors, illustrators and publishers into our school to work with, and talk to our students, as well as TECC and past pupils.

achieved the target by making more than one year's progress.

NB: We have no students who identify as Pacifica in our Target Groups this year.

Planning for next year:

Overall 84% of our students are At (Within) or Above. This is above the National Average of 77.8%, and a pleasing increase on 2019.

READING Data Over Time:	2015	2016	2017	2018	2019	2020
At/Above:	92% 62/67	83% 63/76	74% 73/99	79% 85/108	79% 78/99	84% 75/89

NOTE: While our percentages above do not show growth in all areas, our numbers of children meeting or exceeding the expectations do. It is hard, with such small cohorts to accurately represent progress using percentages.

In addition to the summary below, see the 'Where to next?' column (above) for the intentions in 2021.

- Continue to fund Teacher Aide hours, over and above and MOE or RTLB contribution, in order to target those most at risk (train Hayley in 2021).
- Maintain our commitment to targeting children as soon as any issue arises (ie; in their first three years at school).
- Look at targeting the 'At' achievers and accelerating their learning through Teacher Aide support (or similar).
- Regularly review the effectiveness of the Early Words Programme, Assistive Technology (work samples – see Action Plans) and RTDeaf intervention (IEP).
- Continue to use an Action Plan for Target Students in the key areas identified in the Annual Goals.
- Continue to have targeted time at Staff Meetings for professional discussions about specific students, resources, issues etc.
- Look for specific PD that supports ongoing development in Literacy.



School Name:	Tokomaru School	School Number: 3046
Strategic Aim:	<p>Strategic Intentions:</p> <p><i>From Goal One:</i></p> <ol style="list-style-type: none"> 1. Target specific curriculum areas to improve school-wide achievement. <p><i>From Goal Two:</i></p> <ol style="list-style-type: none"> 1. Ongoing professional development of staff to ensure consistency and excellence in teaching practice and leadership capabilities. 2. Ensure the professional development of staff is in targeted areas of need. 	
Annual Aim:	<p>Global Target: to consistently improve the MATHS progress of all students to the expected Curriculum Level or Above for the length of time they have been at school (Years 1-3) or their end of year level (Years 4-8).</p>	
Target:	<p>MATHS TARGET 2020: For all of our current female students (10 students) who were At Risk in relation to the Curriculum Expectation for their 'time at school' or Year level in November 2019 to make more than one year's progress in relation to the Curriculum Expectation for Maths and will be achieving At Expectation at the end of November 2020.</p>	
Baseline Data:	<p>Baseline Data Against Curriculum Expectations Dec 2019:</p> <p><i>Looking at the data, we noticed that Boys were outperforming Girls (as in 2018) – Boys 81.4% Within or Above Expectation and Girls 68.8% (however both groups have seen an increase since 2018) therefore we have chosen a group of girls who are currently 'At Risk' and aim to get them all to be 'At Expectation' at the end of 2020.</i></p>	

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ol style="list-style-type: none"> 1. Target students were identified early in 2020 and recorded on the Maths Action Plan document and in teacher's own planning. 2. Target students were discussed at Staff Meetings regularly (timetabled for) and recorded in Teacher Appraisals. Regular reflections were recorded (via the Action Plan) and shared by teachers (once per term as a minimum). 3. Relevant Assessment Data was added to eTap and the Maths Action Plan. 4. Teachers regularly discussed the needs of the children in their classes with their colleagues, and share the planning and assessment via Google Docs. 5. We followed the Maths Curriculum Statement and supporting documents, ie; LTP's, and adapted and reviewed them as necessary. 6. Teachers used the appropriate parts of GLOSS/JAM/IKAN specifically to target learning support for individual students. Some PAT testing was used to identify areas of strengths / weaknesses and to show progress over time. 7. Teachers made use of the online IXL software programme (whole school) and used other sites to support 	<p>Maths Target Group Summary <i>Of the ten females in the Maths Target Group, x1 left our school at the start of Term 2, x5 made pleasing (significant) progress, and one student made accelerated progress and met the target of 'At Expectation' in Maths.</i></p> <p><i>Summary: x1 met expectation and made accelerated progress, x5 others made significant progress.</i></p> <p>So although we didn't meet our target of 100% at AT, we did see steady movement within a stage (or between stages) for almost all of the target students.</p> <p>Maori/Pacifica Students:</p> <p>NB: We have no students who identify as Pacifica in our Target Groups this year.</p> <p><i>Of the five Maori students in our Maths Target, three of them made significant progress.</i></p> <p>Maths Overall: I included the actual numbers of students (in the charts / graphs for the BOT – see red Strategic</p>	<ul style="list-style-type: none"> • I believe that due to deliberate, explicit teaching in Maths (through Workshopping for example) engagement continues to be very high across the school, with the junior 'shopping lists' proving to be hugely motivating for our youngest students, and student-led workshops still in demand in the senior class • Teachers regularly discuss the needs of the children in their classes with their colleagues, and use Google Docs to plan and track progress. • Jacqui, in her Team Leader role has continue to provide support where needed, especially for newer staff. • Assessment is relevant, timely and meaningful, as well as highly individualised. • Online Maths platforms were used widely as part of Home Learning; IXL, Prodigy, Khan Academy, eAko etc. • Having an IXL subscription for each child (paid for by school) ensured that no child missed out on online Maths learning during Lockdown. • Peer support offered in the form of Maths tutoring as required. • VLN Maths Problem Solving Group (a virtual online 'school') to 	<ul style="list-style-type: none"> • Teachers will continue to identify 'at risk' students in their planning and assessment next year (even if they are not part of a formal school-wide target group). • Action Plans for all target students in Maths will continue to be reviewed, and reflections written termly. • Time will be set aside for Staff Meetings to conduct structured reflection sessions (using reflective questions prepared beforehand; Reflective Log & QLC format) in which to discuss target students. • Walkthroughs and formal observations but the Principal may be focused on one or more target student. • Target students will be discussed at staff meetings regularly, to enable staff to share their experiences and knowledge with their colleagues. • Maori Student Achievement Data will continue to be recorded and monitored separately (the same way it is currently done for target students).

<p>instructional sessions with students, and for continued maintenance of new concepts. This was particularly beneficial during Covid 19 Home Learning.</p> <p>8. Teacher Aide time was allocated to support Target Students with support programmes, and was reviewed termly. The SENCO (Mel Scott) made suggestions for resources / personnel throughout the year. VLN (an online school) was also utilised to support reluctant senior boys with problem solving in Maths.</p> <p>9. Teachers cross-grouped for Maths (only as appropriate for selected students for selected workshops) thus ensuring that all students were well catered for and supported.</p> <p>10. Teachers continued to offer 'shopping lists' and workshops in Maths, focusing on the needs and skills of the learners; the engagement once again was very high, in both Junior and Senior classes, and we want to maintain this in 2021.</p> <p>11. We continued to use devices in Numeracy as a source of motivation, and for numeracy skill practice. This was particularly helpful during lockdown.</p>	<p>Plan folder for EOY data report), as the percentages do not accurately reflect the real situation due to some of our cohorts being such small groups.</p> <ul style="list-style-type: none"> • Overall 73% At (Within) or Above (this is slightly below the National Average of 75.4%, and only slightly below 2019). • We now have x9 students currently working Above; four of them Maori. We had x6 at Mid-Year. • Overall 65 children (out of 89) are working at the expected level. • Boys are outperforming Girls (as in 2019) – Boys 80.4% Within or Above Expectation (similar to 2019) and Girls 63%. • Māori are achieving similarly to Girls with 64% Within or Above Expectation, but well below European with 76%. • Of the x4 students Of Concern, all have known learning difficulties and two didn't start their schooling here. • Of the x20 students At Risk, ten of them have not completed all of their schooling here, x1 has poor 	<p>target specific skills and needs with a target group of learners; high engagement.</p>	<ul style="list-style-type: none"> • We will continue offering workshops in Maths, and Student-Led workshops (Y7/8). • We will continue with the Maths 'shopping lists' in the junior rooms; this provides great visual 'next steps' for our youngest learners. • Continue to have targeted professional learning (discussions, reading, visits) around Maths. • Reminders (and education) via the newsletter (for parents) about the use of IXL as a way of supporting Maths learning at home. • Mel (SENCO) will continue to involve parents, whanau, RTLB service and outside agencies in the ongoing education of our most at risk children.
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12. We continued involving the students in the decisions around their 'next steps' in Maths. attendance and x5 have identified learning needs.
13. We continued to develop our storage and purchasing systems for Numeracy resources; in particular independent Maths tasks to support in-class work, and class sets of 'strand' resources.
14. Assessment continued to be relevant, timely and meaningful, as well as highly individualised.
15. Teachers collected some student voice around Maths (including Workshopping) and used this to inform next steps (for the child/programme).

Planning for next year:

Overall 73.% of our students are At (Within) or Above. This is slightly below the National Average of 75.4%.

MATHS Data Over Time:	2015	2016	2017	2018	2019	2020
At/Above	80% 54/67	72% 54/76	74% 73/99	69% 74/108	76% 75/99	73% 65/89

NOTE: While our percentages above do not show growth in all areas, our numbers of children meeting or exceeding the expectations do. It is hard, with such small cohorts to accurately represent progress using percentages.

In addition to the summary below, see the 'Where to next?' column (above) for the intentions in 2021.

- Teachers will continue to identify target students in their planning and assessment next year.
- Action Plans for all target students our focus areas will continue to be reviewed, and reflections written twice a term.
- Regular (twice termly) PLC (Professional Learning Conversations) will be run in lieu of Staff Meetings in order to share progress of Target Students
- Walkthroughs and formal observations by the Principal may be focused on one or more target student.
- Target students will be discussed at staff meetings regularly, to enable staff to share their experiences and knowledge with their colleagues.
- Maori Student Achievement Data will continue to be recorded and monitored separately (the same way it is currently done for target students).

- Reminders (and education) via the newsletter (for parents) about:
 - the use of IXL as a way of supporting Maths learning.
- Continue to have targeted professional learning (discussions, reading, visits) around Maths in particular.
- Mel (SENCO) continuing to involve parents, whanau, RTLB service and outside agencies in the ongoing education of our most at risk children.