

TE MATAURANGA SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021



Ministry Number:	6741
Principal:	Jane Wallis & Debbie Woolliams
School Address:	206 Finlayson Avenue, Clendon Park, Manukau
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Accountant / Service Provider:	Accounting For Schools Limited

TE MATAURANGA SCHOOL

Annual Report - For the year ended 31 December 2021

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TE MATAURANGA SCHOOL

Statement of Responsibility

For the year ended 31 December 2021

The Board 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.

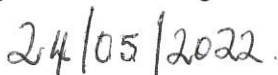
The School's 2021 financial statements are authorised for issue by the Board.



Full Name of Presiding Member



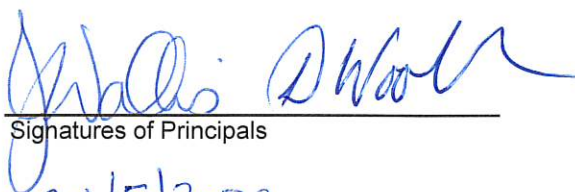
Signature of Presiding Member



Date:

Jane Wallis & Debbie Woolliams

Full Name of Principals



Signatures of Principals



Date:

TE MATAURANGA SCHOOL

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue				
Government Grants	2	3,967,954	3,688,719	4,052,943
Locally Raised Funds	3	13,469	10,000	30,509
Interest income		5,278	5,250	5,727
		<u>3,986,701</u>	<u>3,703,969</u>	<u>4,089,179</u>
Expenses				
Locally Raised Funds	3	3,091	18,000	46,089
Learning Resources	4	2,306,731	2,369,500	2,318,548
Administration	5	390,666	248,900	223,708
Finance		7,571	1,500	7,668
Property	6	908,904	941,000	1,012,928
Depreciation	11	165,008	120,000	184,979
Loss on Disposal of Property, Plant and Equipment		-	-	844
		<u>3,781,971</u>	<u>3,698,900</u>	<u>3,794,764</u>
Net Surplus / (Deficit) for the year		204,730	5,069	294,415
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>204,730</u>	<u>5,069</u>	<u>294,415</u>

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

TE MATAURANGA SCHOOL

Statement of Changes in Net Assets/Equity For the year ended 31 December 2021

Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Balance at 1 January	1,764,538	1,764,538	1,470,123
Total comprehensive revenue and expense for the year	204,730	5,069	294,415
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	-	-	-
Equity at 31 December	1,969,268	1,769,607	1,764,538
Retained Earnings	1,969,268	1,769,607	1,764,538
Equity at 31 December	1,969,268	1,769,607	1,764,538

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.

TE MATAURANGA SCHOOL

Statement of Financial Position

As at 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Assets				
Cash and Cash Equivalents	7	1,363,433	890,807	861,225
Accounts Receivable	8	163,134	160,300	159,001
GST Receivable		16,213	3,000	9,512
Prepayments		11,374	2,500	11,960
Inventories	9	8,711	8,000	8,343
Investments	10	125,013	125,000	124,046
		<u>1,687,878</u>	<u>1,189,607</u>	<u>1,174,087</u>
Current Liabilities				
Accounts Payable	12	179,623	173,000	172,283
Finance Lease Liability	14	34,498	30,000	36,050
Funds held for Capital Works Projects	15	301,598	12,000	44,774
		<u>515,719</u>	<u>215,000</u>	<u>253,107</u>
Working Capital Surplus/(Deficit)		1,172,159	974,607	920,980
Non-current Assets				
Property, Plant and Equipment	11	892,933	900,000	933,451
		<u>892,933</u>	<u>900,000</u>	<u>933,451</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	13	70,333	70,000	51,825
Finance Lease Liability	14	25,491	35,000	38,068
		<u>95,824</u>	<u>105,000</u>	<u>89,893</u>
Net Assets		<u>1,969,268</u>	<u>1,769,607</u>	<u>1,764,538</u>
Equity		<u>1,969,268</u>	<u>1,769,607</u>	<u>1,764,538</u>

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

TE MATAURANGA SCHOOL

Statement of Cash Flows

For the year ended 31 December 2021

		2021	2021	2020
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		1,082,937	1,088,719	1,159,075
Locally Raised Funds		13,469	10,000	30,509
Goods and Services Tax (net)		(6,700)	6,509	4,354
Payments to Employees		(358,433)	(432,237)	(350,495)
Payments to Suppliers		(350,681)	(517,690)	(400,912)
Interest Paid		(7,571)	(1,500)	(7,668)
Interest Received		4,914	5,178	6,309
Net cash from Operating Activities		377,935	158,979	441,172
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		1,260	-	416
Purchase of PPE (and Intangibles)		(96,475)	(86,550)	(125,253)
Purchase of Investments		(967)	(954)	(2,857)
Net cash from Investing Activities		(96,182)	(87,504)	(127,694)
Cash flows from Financing Activities				
Finance Lease Payments		(36,369)	(9,118)	(46,288)
Funds Held for Capital Works Projects		256,824	(32,774)	44,999
Net cash from Financing Activities		220,455	(41,892)	(1,289)
Net increase/(decrease) in cash and cash equivalents		502,208	29,583	312,189
Cash and cash equivalents at the beginning of the year	7	861,225	861,224	549,036
Cash and cash equivalents at the end of the year	7	1,363,433	890,807	861,225

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

TE MATAURANGA SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

a) Reporting Entity

Te Matauranga 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.

TE MATAURANGA SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2021

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 carryforward 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.

TE MATAURANGA SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2021

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

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

i) Inventories

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

j) Investments

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

k) Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under \$250 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

TE MATAURANGA SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2021

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	20 years
Furniture and equipment	10 years
Information and communication technology	5 years
Library resources	12.5% Diminishing value
Leased assets	3 - 5 years

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, and also annual leave earned, by non teaching staff, to but not yet taken at balance date.

TE MATAURANGA SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2021

o) 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.

p) 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.

q) 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).

r) 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 and finance lease liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

s) 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.

Grants determined by the Minister of Education for operational activities includes all items (core components) included in the Operational Funding notice.

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

t) 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.

TE MATAURANGA SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2021

u) Budget Figures

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

v) 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.

TE MATAURANGA SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2021

2. Government Grants

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Operational Grants	925,209	946,400	981,734
Teachers' Salaries Grants	1,970,579	1,900,000	1,994,960
Use of Land & Buildings Grants	711,882	700,000	898,908
Other MoE Grants	359,438	129,380	174,536
Other Government Grants	846	12,939	2,805
	3,967,954	3,688,719	4,052,943

The school has opted in to the donations scheme for this year. Total amount received was \$58,800 (2020: \$63,600).

Other MOE Grants total includes additional COVID-19 funding totalling \$10,865 for the year ended 31 December 2021 (2020: \$12,200).

3. Locally Raised Funds

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue			
Donations & Bequests	5,800	-	-
Fees for Extra Curricular Activities	-	5,000	-
Trading	7,669	5,000	30,509
	13,469	10,000	30,509
Expenses			
Extra Curricular Activities Costs	591	13,000	1,289
Trading	2,500	5,000	44,800
	3,091	18,000	46,089
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	10,378	(8,000)	(15,580)

4. Learning Resources

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Curricular	33,022	95,500	45,817
Information and Communication Technology	21,149	23,000	18,520
Library Resources	2,780	2,000	1,789
Employee Benefits - Salaries	2,226,908	2,216,000	2,248,377
Staff Development	22,872	33,000	4,045
	2,306,731	2,369,500	2,318,548

TE MATAURANGA SCHOOL
Notes to the Financial Statements
For the year ended 31 December 2021

5. Administration

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	6,970	6,000	6,060
Board of Trustees Fees	1,500	1,500	1,185
Board of Trustees Expenses	1,009	5,100	2,935
Communication	7,819	7,500	6,526
Consumables	3,069	7,800	2,688
Operating Lease	30,548	56,200	51,043
School Lunches	195,520	-	-
Other	29,699	49,300	40,893
Employee Benefits - Salaries	90,708	86,500	90,051
Insurance	13,021	15,000	10,527
Service Providers, Contractors and Consultancy	10,803	14,000	11,800
	390,666	248,900	223,708

6. Property

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	5,945	7,500	7,155
Consultancy and Contract Services	55,140	55,000	54,800
Cyclical Maintenance Provision	18,508	15,000	(54,439)
Grounds	34,935	40,500	28,587
Heat, Light and Water	21,498	25,000	20,663
Repairs and Maintenance	19,209	43,000	26,354
Use of Land and Buildings	711,882	700,000	898,908
Security	26,790	25,000	24,159
Employee Benefits - Salaries	14,997	30,000	6,741
	908,904	941,000	1,012,928

The use of land and buildings figure represents 5% of the school's total property value (2020: 8%). 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.

TE MATAURANGA SCHOOL
Notes to the Financial Statements
For the year ended 31 December 2021

7. Cash and Cash Equivalents

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash on Hand	407	250	316
Westpac 00	441,818	626,057	537,283
Westpac 01	494,045	252,500	243,809
Westpac 02	427,163	12,000	79,817
Cash and cash equivalents for Cash Flow Statement	<u>1,363,433</u>	<u>890,807</u>	<u>861,225</u>

Of the \$1,363,433 Cash and Cash Equivalents, \$301,598 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2022 on Crown owned school buildings under the School's Five Year Property Plan.

8. Accounts Receivable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Receivables	-	-	-
Interest Receivable	592	300	228
Teacher Salaries Grant Receivable	162,542	160,000	158,773
	<u>163,134</u>	<u>160,300</u>	<u>159,001</u>
Receivables from Exchange Transactions	592	300	228
Receivables from Non-Exchange Transactions	162,542	160,000	158,773
	<u>163,134</u>	<u>160,300</u>	<u>159,001</u>

9. Inventories

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Stationery	642	-	530
School Uniforms	8,018	8,000	7,762
Lunches	51	-	51
	<u>8,711</u>	<u>8,000</u>	<u>8,343</u>

TE MATAURANGA SCHOOL
Notes to the Financial Statements
For the year ended 31 December 2021

10. Investments

The School's investment activities are classified as follows:

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Asset			
Short-term Bank Deposits	125,013	125,000	124,046
Total Investments	<u>125,013</u>	<u>125,000</u>	<u>124,046</u>

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2021						
Buildings	139,849	-	-	-	(13,473)	126,375
Building Improvements	106,623	1,431	-	-	(9,908)	98,146
Furniture and Equipment	576,707	43,754	-	-	(70,289)	550,172
Information Technology	8,038	50,031	-	-	(5,103)	52,966
Motor Vehicles	14,769	-	-	-	(8,940)	5,829
Leased Assets	80,819	29,274	-	-	(54,324)	55,770
Library Resources	6,646	-	-	-	(2,971)	3,675
Balance at 31 December 2021	<u>933,451</u>	<u>124,490</u>	<u>-</u>	<u>-</u>	<u>(165,008)</u>	<u>892,933</u>

The net carrying value of equipment held under a finance lease is \$55,770 (2020: \$80,819).

	2021 Cost or Valuation \$	2021 Accumulated Depreciation \$	2021 Net Book Value \$	2020 Cost or Valuation \$	2020 Accumulated Depreciation \$	2020 Net Book Value \$
Buildings	282,554	(156,179)	126,375	282,554	(142,705)	139,849
Building Improvements	202,710	(104,564)	98,146	201,279	(94,656)	106,623
Furniture and Equipment	1,617,806	(1,067,633)	550,172	1,574,051	(997,344)	576,707
Information Technology	167,845	(114,879)	52,966	117,814	(109,776)	8,038
Motor Vehicles	57,744	(51,915)	5,829	57,744	(42,975)	14,769
Leased Assets	274,247	(218,475)	55,770	244,970	(164,151)	80,819
Library Resources	75,753	(72,080)	3,675	75,754	(69,108)	6,646
Balance at 31 December	<u>2,678,659</u>	<u>(1,785,725)</u>	<u>892,933</u>	<u>2,554,166</u>	<u>(1,620,715)</u>	<u>933,451</u>

TE MATAURANGA SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2021

12. Accounts Payable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Creditors	5,773	6,000	6,713
Accruals	6,970	6,000	6,060
Employee Entitlements - Salaries	162,542	160,000	158,773
Employee Entitlements - Leave Accrual	4,338	1,000	737
	<u>179,623</u>	<u>173,000</u>	<u>172,283</u>
Payables for Exchange Transactions	179,623	173,000	172,283
	<u>179,623</u>	<u>173,000</u>	<u>172,283</u>

The carrying value of payables approximates their fair value.

13. Provision for Cyclical Maintenance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Provision at the Start of the Year	51,825	51,825	106,263
Increase/ (decrease) to the Provision During the Year	18,508	18,175	(54,439)
Use of the Provision During the Year	-	-	-
Provision at the End of the Year	<u>70,333</u>	<u>70,000</u>	<u>51,825</u>
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Term	70,333	70,000	51,825
	<u>70,333</u>	<u>70,000</u>	<u>51,825</u>

TE MATAURANGA SCHOOL
Notes to the Financial Statements
For the year ended 31 December 2021

14. Finance Lease Liability

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
No Later than One Year	38,323	30,000	36,050
Later than One Year and no Later than Five Years	26,923	35,000	38,068
Future Finance Charges	(5,257)	-	-
	<u>59,989</u>	<u>65,000</u>	<u>74,118</u>
Represented by			
Finance lease liability - Current	34,498	30,000	36,050
Finance lease liability - Term	25,491	35,000	38,068
	<u>59,989</u>	<u>65,000</u>	<u>74,118</u>

15. Funds Held for Capital Works Projects

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

		Opening Balances		Receipts from MoE	Payments	BOT Contributions	Closing Balances
	2021	\$	\$	\$	\$		\$
Fire Alarm & Smoke	<i>in progress</i>	-	62,365	(7,564)	-		54,801
Autex Wall Lining	<i>in progress</i>	-	219,600	(9,015)	-		210,585
Junior Playground	<i>in progress</i>	-	144,000	(106,134)	-		37,866
LED Lighting	<i>completed</i>	214	-	(214)	-		-
Grill Gates	<i>in progress</i>	(13,871)	11,700	(560)	1,431		(1,300)
SIP - Bike Track	<i>completed</i>	47,085	1,953	(49,038)	-		-
Internal Struts	<i>in progress</i>	11,346	-	(11,700)	-		(354)
Totals		<u>44,774</u>	<u>439,618</u>	<u>(184,225)</u>	<u>1,431</u>		<u>301,598</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	303,252
Funds Due from the Ministry of Education	(1,654)
	<u>301,598</u>

		Opening Balances		Receipts from MoE	Payments	BOT Contributions	Closing Balances
	2020	\$	\$	\$	\$		\$
Lights Replacement	<i>completed</i>	980	770	(1,750)	-		-
Fencing Project	<i>completed</i>	(1,205)	1,205	-	-		-
LED Lighting	<i>in progress</i>	-	43,070	(42,856)	-		214
Grill Gates	<i>in progress</i>	-	-	(13,871)	-		(13,871)
SIP - Bike Track	<i>in progress</i>	-	89,580	(42,495)	-		47,085
Internal Struts	<i>in progress</i>	-	59,010	(47,664)	-		11,346
Totals		<u>(225)</u>	<u>193,635</u>	<u>(148,636)</u>	<u>-</u>		<u>44,774</u>

TE MATAURANGA SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2021

16. 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.

17. Remuneration

Key management personnel compensation

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

	2021 Actual \$	2020 Actual \$
<i>Board Members</i>		
Remuneration	1,500	1,185
<i>Leadership Team</i>		
Remuneration	326,637	314,735
Full-time equivalent members	2	2
Total key management personnel remuneration	328,137	315,920
Total full-time equivalent personnel	2.00	2.00

There are 5 members of the Board excluding the Principal. The Board had held 9 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

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

Other Employees

No other employee had remuneration greater than \$100,000 (2020: nil).

TE MATAURANGA SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2021

18. Compensation and Other Benefits Upon Leaving

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

	2021 Actual	2020 Actual
Total	-	-
Number of People	-	-

19. Contingencies

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 boards, 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.

20. Commitments

(a) Capital Commitments

As at 31 December 2021 the Board has entered into the following contract agreements:

- (a) Internal Struts project at a total cost of \$65,566, will be funded by the Ministry. To date \$59,364 has been spent.
- (b) Fire Alarm & Smoke project at a total cost of \$62,365, will be funded by the Ministry. To date \$7,564 has been spent.
- (c) Autex Wall Lining project at a total cost of \$244,000, will be funded by the Ministry. To date \$9,015 has been spent.
- (d) Junior Playground project at a total cost of \$160,000, will be funded by the Ministry. To date \$106,134 has been spent.
- (e) Grill Grates project at a total cost of \$11,700, will be funded by the Ministry. To date \$13,000 has been spent.

(Capital commitments at 31 December 2020: \$212,954 of which \$133,015 was spent at balance date).

(b) Operating Commitments

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

(Operating commitments at 31 December 2020: \$nil).

TE MATAURANGA SCHOOL
Notes to the Financial Statements
For the year ended 31 December 2021

21. 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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash and Cash Equivalents	1,363,433	890,807	861,225
Receivables	163,134	160,300	159,001
Investments - Term Deposits	125,013	125,000	124,046
Total Financial assets measured at amortised cost	<u>1,651,580</u>	<u>1,176,107</u>	<u>1,144,272</u>

Financial liabilities measured at amortised cost

Payables	179,623	173,000	172,283
Finance Leases	59,989	65,000	74,118
Total Financial Liabilities Measured at Amortised Cost	<u>239,612</u>	<u>238,000</u>	<u>246,401</u>

22. Events After Balance Date

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

RSM Hayes Audit

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Independent Auditor's Report

To the readers of Te Maturanga School's Financial statements For the year ended 31 December 2021

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

Opinion

We have audited the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2021, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 31 May 2022. This is the date at which our opinion is expressed.

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

Basis of opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

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

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

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

Independence

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

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

A handwritten signature in blue ink, appearing to read 'Steve Hayes', with a long, sweeping underline.

Steve Hayes
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand

TE MATAURANGA SCHOOL

Members of the Board

For the year ended 31 December 2021

Name	Position	How position on Board gained	Occupation	Term expired/expires
Kim Dennis	Presiding Member	Elected	Youth Services	September 2022
Jane Wallis	Principal			
Shan Wilson	Parent Rep	Elected	Lawyer	September 2022
Poaru Turia	Parent Rep	Elected	Company Director	September 2022
Margaret Komene-Cooke	Staff Rep	Elected	Teacher	September 2022
Shiri Te Whatu	Parent Rep	Elected		September 2022

TE MATAURANGA SCHOOL

Kiwisport Funding

For the year ended 31 December 2021

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

In 2021, the School received total Kiwisport funding of \$5,249 (2020: \$5,624).

Only a proportion of this funding was utilised in 2021. Due to Covid lockdowns and restrictions. Some sports equipment was purchased and only a small number sports tournaments were able to take place.

School Charter Strategic and Annual Plan for



2022 – 2025

Principals' endorsement – Jane Wallis
Board of Trustees' endorsement – Kim Dennis
Submission Date to Ministry of Education - March 2022



Vision

Quality in all that we do
Ko te painga mahia

2022 Values

- Be kind
- Always do your best
- Come to school every day



Table of Contents

Section 1	* Vision * Values
Section 2	* Description of the School and School Community * Cultural Diversity and Maori Dimension * Inclusive School Philosophy
Section 3	* Strategic Plans
Section 4	* Annual Plans
Section 6	* Targets for 2022
Section 7	* Analysis of Variance

Description of the School

Te Matauranga is a Decile 1 contributing school situated in Clendon, Manurewa. The ethnic makeup of the school is 34.35% Samoan, 32.47% Maori, 8.71% Cook Island Maori, 9.65% Tongan, 4.94% Indian, 5% Fijian, 1.88% European, 1.65% Niuean, .71% Middle Eastern.

The school is organized into four learning teams, each led by an experienced team leader. Our Samoan bilingual unit, Fetulele, caters for pupils from Year 1 to Year 8.

This year we have two satellite classes from Rosehill Special School operating.

Te Matauranga is now 18 years old. The grounds and buildings reflect the high standards held by the school, and the focus on Ko te painga mahia, Quality in all that we do. The art work that is a feature of our school grounds has all been worked on by the children.

Te Matauranga has a strong focus on learning and achievement and a commitment to work in partnership with parents. Our aim is to ensure that our pupils become the best learners that they can be.

Description of the School Community

Te Matauranga is a Decile 1 contributing school situated in Clendon, which has statistically been shown to have the highest crime rate in New Zealand. Because of this, many of our children witness or are involved in home situations where violence, drug and alcohol abuse and police involvement is common.

We have always set and maintained high standards for the school in terms of both safety and behaviour. We expect parents to meet these expectations. We work hard to relate positively with families, and support them when they need help through our school social worker and our school Awhi team, who co-ordinate various support services.

We have high attendance at school events, with parent interview attendance falling in the mid 90% range. Our parents have developed a good understanding of expectations for continual academic progress and are participating in the goal setting for their children.

Our school community is surveyed annually to ensure that they have an opportunity to contribute to the school's direction as shown in our School Charter and strategic planning.

We maintain on-going oral communication with families, and listen to their views, ideas and suggestions.

Treaty of Waitangi

We acknowledge and respect the Treaty of Waitangi principles and our nation's bicultural foundations.

Te Maturanga has developed practices and procedures that reflect New Zealand's cultural diversity and the unique position of the Maori culture. We are proud of our school's Maori name and value the relationship we have with our Maori community. We have a significant number of Maori staff. We have strong Maori representation on our Board of Trustees.

All children in our school receive one hour per week of tuition in te reo Maori and participation in tikanga Maori.

We encourage our Maori parents to come into the school regularly to attend special events and functions. We focus our relationship with them on the development of their children's learning. We report to our community on the achievement of all children, with a focus on Maori and Pacific Island pupils.

We consult with the Maori community through scheduled meetings, surveys and informal and formal meetings.

We integrate cultural diversity into all Learning Pathways studies, and support this with the provision of suitable resources.

We ensure that our school library contains a range of books to support our understanding of cultural differences and cultural awareness.

We place high value on our relationships and engagement with our Maori learners, their whanau and iwi. We practice Wananga, Whanaugatanga, Manaakitanga, Tangata Whenua and Ako.

Inclusive School Philosophy

At Te Matauranga we welcome all learners into our school community. We are committed to their engagement in all school activities and to their achievement.

On enrolment all new pupils are interviewed by one of the Principals. At this time we endeavor to form a bond with the family and to find out as much information as possible about each child.

Learners with special education needs are encouraged to engage in all school activities and to reach goals that are set according to their individual needs and abilities.

We work with many agencies who help to support these learners to achieve. Special targets are set for them against which they are monitored.

Achievements are celebrated and families are kept well informed of their children's progress. This progress in school is closely monitored by a special needs team lead by our designated SENCO.

Rosehill Satellite Classes

Two satellite classes from Rosehill Special School have begun here this year. We welcome these children, teachers, support staff and families to our school and look forward to working with them.

Cultural Dimension

Our ESOL programme acknowledges our children's cultures and provides opportunities to celebrate our cultural diversity. Our classroom programmes reflect and celebrate our multi-cultural diversity.

Fetulele, our Samoan bilingual unit, allows children to learn the curriculum in their own language and be supported in a way that is culturally appropriate. The pathway for their learning starts at Year 1 and continues through to Year 8.

NAG 1 CURRICULUM

Strategic Plan

Strategic Direction	Strategies for Achieving Goals 2022 - 2025
<ul style="list-style-type: none">• To improve learning outcomes for all students, especially Maori, Pasifika and children with special needs.	<ul style="list-style-type: none">• Targeted professional learning.• In-class support for teachers.• Purchasing of appropriate resources.• Focusing on individuals and individual needs.• High expectations for students.• Close monitoring of individuals.• Schoolwide data analysis and feedback of results.• Working closely with support agencies.• Making decisions based on sound data and perceived needs.• Focusing on attendance.• Working closely in partnership with parents.• Implementing programmes that support our children's natural talents and interests.• Implementation of digital curriculum.

NAG 2 & 2A DOCUMENTATION & SELF-REVIEW

Strategic Plan

Strategic Direction	Strategies for Achieving Goals 2022 - 2025
2. To ensure that a continual review cycle is in place for all areas.	<ul style="list-style-type: none">• In-depth review of all NAG areas.• On-going review of all policies.• Continual updating of procedures as required.
2a To establish and create meaningful and ongoing Professional Growth Cycles for all staff members.	<ul style="list-style-type: none">• Development of a shared understanding of the Professional Growth Cycle.• Familiarisation of the shared accountability and requirements for the Professional Growth Cycle.• Establishment of the methodology for development of each person's unique journey documentation.

NAG 3 PERSONNEL

Strategic Plan

Strategic Direction	Strategies for Achieving Goals 2022 - 2025
<ul style="list-style-type: none">• To ensure that all staff perform at their highest possible levels, consistently and with commitment.	<ul style="list-style-type: none">• Implement new Professional Growth Cycle philosophy.• Strong support structure through team leaders.• Communication of high expectations.• Close monitoring throughout the school.• Professional support at all levels.• Management development for team leaders and teachers aspiring to management level.• Intense support and guidance at PRT level.• Effective checking and monitoring systems schoolwide.• Review and improve recruitment procedures in line with requirements.

NAG 4 FINANCE & PROPERTY

Strategic Plan

	Strategic Direction	Strategies for Achieving Goals 2022 - 2025
Finance	<ul style="list-style-type: none">• To maintain a surplus budget while ensuring that all necessary expenditure is addressed.	<ul style="list-style-type: none">• Clear direction for necessary expenditure.• Prioritising of needs.• Precise budgeting.• Ensuring that all children's needs are met.
Property	<ul style="list-style-type: none">• To ensure that all property issues are addressed in a timely and strategic manner.	<ul style="list-style-type: none">• Follow a 'safety first' philosophy• Continue to prioritise and re-prioritise as needed.• Ensure budgeted amounts are available as needed.• Address all issues as needed.

NAG 5 HEALTH & SAFETY

Strategic Plan

Strategic Direction	Strategies for Achieving Goals 2022 - 2025
<ul style="list-style-type: none">• To ensure understanding of and compliance with all legislation.	<ul style="list-style-type: none">• Continual updating of policies and procedures in response to new requirements.• A functioning and active health and safety committee.• Professional development and clear direction for all staff.• Ensuring a full school focus and awareness on all health and safety issues.• Regular reporting to the BoT of all relevant information.
<ul style="list-style-type: none">• To ensure optimum conditions are in place to enable all children to enjoy the best possible healthy and safe environment.	<ul style="list-style-type: none">• Implementation of all NAG 5 policies and procedures.• Place emphasis on 'student voice' through all age groups.• Ensure a safe emotional environment for all.• Ensure continuing adherence to our inclusive schools practice• Commitment to school values by all stakeholders.

NAG 6 LEGISLATION

Strategic Plan

Strategic Direction	Strategies for Achieving Goals 2022 - 2025
<ul style="list-style-type: none">• To ensure current knowledge and understanding of all legislation.	<ul style="list-style-type: none">• Ensuring understanding of all legislation.• Ensuring compliance in all areas.• Being responsive to changes in legislation.• Actioning changes in policies and procedures when necessary.

NAG 1 CURRICULUM

Annual Plan

Planned Priority	Responsibility	Timeframe	Operational Strategies	Indicators of Progress
<p><u>Reading</u> To improve outcomes for all students, especially Maori, Pasifika and children with special needs.</p>	<ul style="list-style-type: none"> • Jane • Deb • Team Leaders • Classroom teachers 	<ul style="list-style-type: none"> • Starting on teacher only days and continuing all year. 	<ul style="list-style-type: none"> • Communication of high expectations for all children– in-class support, observations, weekly monitoring, purchasing of appropriate resources, analysis and feedback of data. 	<ul style="list-style-type: none"> • All children experiencing success and showing improved outcomes.
<p><u>Oral Language</u> To improve the oral language capability of all Year 1 & 2 pupils.</p>	<ul style="list-style-type: none"> • Jane • Deb • Year 1 & 2 teachers 	<ul style="list-style-type: none"> • Starting on teacher only day and continuing throughout the year. 	<ul style="list-style-type: none"> • Classroom focus on ensuring all children are supported to answer questions, to express themselves, to feel confident in using language, to be given opportunities to talk about things they know about and to learn new vocabulary to support new learning. • Use of Lego to stimulate thinking and language. 	<ul style="list-style-type: none"> • An overall improvement in reading and writing progress for all Year 1 & 2 children.

<p><u>Writing</u> To improve outcomes for all students especially Maori, Pasifika and children with special needs.</p>	<ul style="list-style-type: none"> • Murray Gadd • Deb • Ola • Team Leaders • Classroom teachers 	<ul style="list-style-type: none"> • Term one ongoing 	<ul style="list-style-type: none"> • Intensive professional development with Murray Gadd through zoom meetings, modelling, and ongoing support. • Continuation of writing focus with planning support, moderation, testing using e-AsTtle, on-going discussion and observations of classroom writing lessons. 	<ul style="list-style-type: none"> • All children gaining confidence and skill in the writing process. • All children achieving independence in proofreading and editing skills. • All teachers accessing expert PD and ongoing support.
<p><u>Maths</u> To improve outcomes for all students, especially Maori, Pasifika and children with special needs.</p>	<ul style="list-style-type: none"> • Team leaders • Classroom teachers 	<ul style="list-style-type: none"> • Beginning on teacher only day and ongoing. 	<ul style="list-style-type: none"> • Continuing professional development for all teachers. • In class support, mentoring, group year level support. • Cohort support meetings. • Back to basics focus on basic facts and times tables. 	<ul style="list-style-type: none"> • All children experiencing success in problem solving and use of mathematical processes in a meaningful context. • All children being confident, accurate and quick with their basic facts.
<p><u>Transition</u> To establish a successful transition into school for five year olds.</p>	<ul style="list-style-type: none"> • Jane • Deb • Shamala 	<ul style="list-style-type: none"> • Beginning of Term 1. 	<ul style="list-style-type: none"> • Relationship established with local E.C.E centres, encouraging visits, on-going communication and meetings with all new parents. 	<ul style="list-style-type: none"> • Five year olds entering school well-prepared and ready to learn.
<p><u>Inclusiveness</u> To ensure that every child can be a successful and proud learner.</p>	<ul style="list-style-type: none"> • Jane • Deb • Awhi Team 	<ul style="list-style-type: none"> • Every day all year. 	<ul style="list-style-type: none"> • Ensuring that every child has the best possible placement and has access to experience success in all aspects of school life. 	<ul style="list-style-type: none"> • A fully integrated school where every child is respected and included and has full access to all areas of the curriculum.
<p><u>STEAM</u> Integration of Science, Technology, Engineering, Arts and Maths in Learning Pathways.</p>	<ul style="list-style-type: none"> • Deb • Team leaders • Classroom teachers 	<ul style="list-style-type: none"> • Beginning in Term One and ongoing 	<ul style="list-style-type: none"> • Planning and implementing a programme that integrates and embeds the NZ digital curriculum through a realistic, hands on problem solving process. • Participation in FLL and FLL Junior 	<ul style="list-style-type: none"> • Children who are independent problem solvers and inquirers and who can show mastery over technological challenges.

NAG 2 & 2a

DOCUMENTATION & SELF-REVIEW

Annual Plan

Planned Priority	Responsibility	Timeframe	Operational Strategies	Indicators of Progress
<p>2. <u>To review Health and Safety.</u></p> <p><u>To review the role of Digital Technology in the school.</u></p>	<ul style="list-style-type: none"> • Deb • Jane • BoT • H&S team <ul style="list-style-type: none"> • Deb • Jane • Team leaders • Teachers 	<ul style="list-style-type: none"> • Term One ongoing <ul style="list-style-type: none"> • Term One ongoing 	<ul style="list-style-type: none"> • Review all policies, procedures, systems and documentation. • Implement changes where necessary or desirable. <ul style="list-style-type: none"> • Review schoolwide digital technology use. • Implement changes and developments where necessary. 	<ul style="list-style-type: none"> • Compliance in all areas • Safe practices throughout the school. <ul style="list-style-type: none"> • Children who are advantaged in their learning through exposure and use of a wide variety of digital technology.
<p><u>2a To develop an individual Professional Growth Cycle for every teacher.</u></p>	<ul style="list-style-type: none"> • Jane • Deb 	<ul style="list-style-type: none"> • Term One 	<ul style="list-style-type: none"> • To understand the philosophy and the requirements. • To make decisions about how this will work best for us. • To develop each teacher's individual plan. 	<ul style="list-style-type: none"> • Confident ownership, understanding , and commitment to individual Growth Cycles.

NAG 3

PERSONNEL

Annual Plan

Planned Priority	Responsibility	Timeframe	Operational Strategies	Indicators of Progress
<u>Establishment of individual Professional Growth Cycles</u>	<ul style="list-style-type: none"> • Jane • Deb • Sabitha • Ola 	<ul style="list-style-type: none"> • Term One start 	<ul style="list-style-type: none"> • Understand the philosophy and requirements of the new system • Professional support and guidance for staff • Working with individuals on development of their cycles • Continued support and encouragement for each teacher 	<ul style="list-style-type: none"> • A successful process that is understood and owned by all, and that supports ongoing learning and development for each individual.
<u>Health and Safety</u> To ensure understanding of and compliance with all requirements.	<ul style="list-style-type: none"> • Deb • Jane • Health and Safety team 	<ul style="list-style-type: none"> • Term One ongoing 	<ul style="list-style-type: none"> • Training sessions for all staff • Policy implementation • Introduction of new practices • Health and Safety team operating • Introduce online recording practices • Monthly reporting to BoT 	<ul style="list-style-type: none"> • A well skilled and knowledgeable team of staff who are able to address all issues in a competent manner. • Compliance with all requirements • Online recording operating • Safer environment for all

<p><u>Well-being</u> To promote staff well-being.</p>	<ul style="list-style-type: none"> • Deb • Jane • Staff 	<ul style="list-style-type: none"> • Term One ongoing 	<ul style="list-style-type: none"> • Open discussions on issues that affect staff • Understanding and empathy for each other • Shared responsibility for a 'kind' school • Continuation of mindfulness learnings • Encouragement for personal goals 	<ul style="list-style-type: none"> • Staff members who understand their responsibility for their own well-being and who are encouraged and supported to work towards this.
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Annual Plan

	Planned Priority	Responsibility	Timeframe	Operational Strategies	Indicators of Progress
Finance	<p><u>Property Maintenance</u> To take control over property issues and how they are managed financially.</p>	<ul style="list-style-type: none"> • Deb • Jane • BoT 	<ul style="list-style-type: none"> • Term One ongoing 	<ul style="list-style-type: none"> • Be proactive with issues • Ensure that cyclical maintenance is operating effectively • Deal with emergencies and contingencies appropriately • Hand on issues where appropriate, eg. contractors not fulfilling their contracts. 	<p>A safe and well maintained environment where issues are addressed effectively and in a financially planned manner.</p>
Property	<p><u>Rubbish and recycling</u> To cut down the amount of rubbish in our school, and to ensure that any rubbish we do have is appropriately disposed of.</p> <p><u>Water tightness issues</u> To provide a healthy and safe teaching and learning environment.</p>	<ul style="list-style-type: none"> • Teachers • Deb • Jane • BoT • MoE 	<ul style="list-style-type: none"> • Beginning in Term One and ongoing • Ongoing 	<ul style="list-style-type: none"> • Formation of school environment group • Formulating a plan • Spreading the word through assemblies, newsletters and classroom programmes • Working towards a completely rubbish-free school • Meetings that lead to commitment and action • Holding parties to account • Workable solutions • Timely manner 	<p>Our school will use environmentally friendly and safe practices to ensure that we all actively participate in caring for our planet.</p> <p>Collaborative working relationship with MoE to implement a long term solution for a safe and dry environment.</p>

NAG 5

HEALTH & SAFETY

Annual Plan

Planned Priority	Responsibility	Timeframe	Operational Strategies	Indicators of Progress
<p><u>1. Student Well-being</u></p> <p>To ensure that every child feels safe in the school and knows how to get help when needed. To ensure that student voice is heard.</p>	<ul style="list-style-type: none"> Jane Deb Classroom Teachers Year 7 & 8 students 	<ul style="list-style-type: none"> Term One ongoing. 	<ul style="list-style-type: none"> Giving attention to student voice. Actioning responses and ensuring we reach every child. On-going reminders and discussion both at classroom and school levels. 	<ul style="list-style-type: none"> Children who feel safe and secure and who know how to get help when they need it.
<p><u>2. Healthy Eating</u></p> <p>To ensure that every child is exposed to information about healthy eating. To ensure that every child has access to healthy food.</p>	<ul style="list-style-type: none"> Jane Deb Classroom teachers Parents 	<ul style="list-style-type: none"> Term One ongoing. 	<ul style="list-style-type: none"> Provision of daily fruit for all children Provision of a healthy packaged lunch for all children Provision of breakfast for those who want it Ongoing discussions about eating for good health 	<ul style="list-style-type: none"> Children who are developing healthy eating habits and are knowledgeable about food that is good for them.
<p><u>3. School Values</u></p> <p>To reinforce our school values and integrate them into all aspects of our school.</p>	<ul style="list-style-type: none"> Jane Deb Classroom teachers All school staff 	<ul style="list-style-type: none"> Term One ongoing 	<ul style="list-style-type: none"> Values embedded in logo Newsletters to parents Values certificates Assembly focus 	<ul style="list-style-type: none"> All stakeholders of Te Matauranga will understand and exhibit behaviours that show kindness, respect, creativity, responsibility, perseverance and collaboration.

<p>4. <u>Healthy Active Living Initiative</u> To build teacher confidence and skill in the delivery of the HPE curriculum, to integrate across other curriculum areas, to strive for holistic education and to develop the importance of hauora.</p> <p>4.a <u>Born to Move</u> To encourage health and well being through movement.</p>	<ul style="list-style-type: none"> • Jane • Deb • Team <ul style="list-style-type: none"> • Deb • Peg • Instructors 	<ul style="list-style-type: none"> • Term One ongoing <ul style="list-style-type: none"> • Term One ongoing 	<ul style="list-style-type: none"> • Partnership with HAL initiative • Professional active learning • Support for implementation • Building a toolbox • Reviewing, evaluating, celebrating <ul style="list-style-type: none"> • Initial training for all staff • Promo assembly • Training the trainers • Sharing the passion amongst pupils and the community 	<ul style="list-style-type: none"> • Students who are active, collaborative, lifelong learners. <ul style="list-style-type: none"> • A school community that is united and empowered by the benefits and enjoyment of a variety of different types of movement.
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Annual Plan

Planned Priority	Responsibility	Timeframe	Operational Strategies	Indicators of Progress
<ul style="list-style-type: none"> • To maintain an on-going and current understanding of all legislation that effects the school, the Principals and the Board of Trustees. 	<ul style="list-style-type: none"> • Jane • Deb • BoT 	<ul style="list-style-type: none"> • Term One ongoing. 	<ul style="list-style-type: none"> • Discussion at Board level. • Actioning the re-writing of policies and procedures where necessary. • Bringing above changes into action. 	<ul style="list-style-type: none"> • Working knowledge and understanding of all legislation and compliance in all areas.

Te Matauranga School



Maths Achievement Target 2022

Teaching and learning programme development and/or focus

- Gather data
- Use of internal measures to identify behaviours and understandings
- Teaching modelling of the Maths process
- Use of formative assessment practices

Staff and personal professional development

- *Years 1-4 teachers to teach numeracy so that children have a sound knowledge and strategy base
- *Focus on effective teacher practice and provide support and mentoring
- *Effective use of resources and adapting and integrating the curriculum to meet student needs.
- *Monitor individual class achievement and provide support and guidance to teachers to improve achievement through planning, resources, observations, feedback and feed forward
- *By the end of Year 4 all students to know their basic facts and be at stage 5 and above
- *Year 5-8 teachers to integrate numeracy, problem solving and DIMMIC to cater for the differentiated needs of the children

Baseline Data 2020

- 79.8% (318/398) of all students were at or above their Maths stage
- 84% (95/113) of all NZ Maori students were at or above their Maths stage
- 81% (201/247) of all Pasifika students were at or above their Maths stage
- 89% (25/28) of all Asian students were at or above their Maths stage
- 77% (164/211) of all Male students were at or above their Maths stage
- 82% (154/187) of all Female students were at or above their Maths stage

Please note that 2020 data is being used due to the huge disruptions throughout 2021 caused by COVID

Target for improving student achievement

- 85% of all students at / above their Maths stage

Ongoing/ Comparative Assessment

- Students tested on both knowledge and strategies at the end of February, June, September and December
- PAT used at the end of February, September

Links to Strategic Planning To Enhance Maths

Reporting

- Assessment data will be presented to the Board of Trustees May, July and December
- Reports will go home to parents/ caregivers end of Term 2 and 4
- Three way interviews and goal setting will be held Term 1, 2 and 3

Community Involvement

- Data to be shared with the community and feedback encouraged
- Parents encouraged to take an active part in their children's education

Actual Outcomes

- See "Statement of Variance"

Te Matauranga School



Reading Achievement Target 2022

Teaching and learning programme development and/or focus

- Gather data
- Use of internal systems to identify behaviours and understandings
- Teaching and modelling of the reading process
- Use of formative assessment practices
- Reading Recovery

Baseline Data 2020

- 71% (281/396) of all students were at or above their chronological age
- 65% (73/113) of all NZ Maori students were at or above their chronological age
- 73% (179/246) of all Pasifika students were at or above their chronological age
- 82% (23/28) of all Asian students were at or above their chronological age
- 65% (137/211) of all Male students were at or above their chronological age
- 78% (144/185) of all Female students were at or above their chronological age

Please note that 2020 data is being used due to the huge disruptions throughout 2021 caused by COVID

Community Involvement

- Data to be shared with the community and feedback encouraged
- Parents encouraged to take an active part in their children's education

Target for improving student achievement

85% of all students at or above their chronological age

Links to Strategic Planning To Enhance Reading

Actual Outcomes

- See "Statement of Variance"

Staff and personal professional development

Teachers to identify every year 1-8 student at the beginning of 2021 who is in 'below' + 'well below' bands for reading (from 2020 data) and:

- set an achievement target for each student to reach by the end of 2021
- set some learning goals for each student to reach their achievement target
- decide on the teaching approaches/actions that the teacher needs to undertake in order to help the students reach their targets/goals.

Teachers to set clear expectations for each cohort for reading and to share these expectations with students as appropriate.

Teachers to consider different ways of organising their students at the team level so as to attend to addressing the needs of some significant groups of under-achieving students in each team.

Teachers to ensure that the actual reading programme/skills taught are appropriate to addressing the needs of under-achieving students.

All teachers to sustain effective/best practices they have employed after several years of professional learning for teaching reading, to engage and motivate students and to fold their learning. Teachers will:

- select the texts that engage students sufficiently;
- emphasise that instructional reading is primarily about making meaning and thinking critically about texts rather than just decoding the words in texts;
- question students as deeply as possible about the meaning of texts from Year 1 onwards;
- teach reading skills and strategies explicitly through 'read to' and 'shared reading' as well as 'guided reading';
- organise a programme that allows them to work with the under-achieving or struggling readers as often as possible during the week while more able readers get a chance to work more independently but as guided by them;
- give students sufficient opportunities to practise the skills and strategies taught independently;
- develop their students' decoding, processing and comprehension skills and strategies through explicit reading instructions;
- develop students' oral language and vocabulary knowledge through shared and guided reading sessions.

Reporting

- Assessment data will be presented to the Board of Trustees May, July and December
- Reports will go home to parents/caregivers end of Term 2 and 4
- Three way interviews and goal setting will be held Term 1, 2 and 3

Ongoing/ Comparative Assessment

- Students tested on PM Benchmarks, I.P.Is & Probe at the end of March, June, September and December
- STAR & e-asTTle testing beginning of March and September

Staff and personal professional development

Staff to work alongside Murray Gadd. This will consist of the following:

Workshops to identify what is quality writing, what is a quality writing programme, teaching and managing writing.

Modelling of instructional writing at whole class level across the school.

Teacher Inquiry into impact of instructional practices on target students' progress to be established by all teachers.

Small group workshops to analyse students' writing and data

Observations of teachers' practices

Literacy team to ascertain progress, set direction and analyse writing data

Te Matauranga School



Writing Achievement Target 2022

Teaching and learning programme development and/or focus

- Gather data
- Use of internal measures to identify behaviours and understandings
- Teaching and modelling of the writing process
- Use of formative assessment practices

Target for improving student achievement

85% of all Students to be at their e-asTTle
expected levels in Writing

Baseline Data 2020

- 67% (265/397) of all students were at or above expected levels in Writing
- 58% (66/113) of all NZ Maori students were at or above expected levels in Writing
- 70% (172/247) of all Pasifika students were at or above expected levels in Writing
- 78% (22/28) of all Asian students were at or above expected levels in Writing
- 59% (124/211) of all Male students were at or above expected levels in Writing
- 76% (141/184) of all Female students were at or above expected levels in Writing

Please note that 2020 data is being used due to the huge disruptions throughout 2021 caused by COVID

Links to Strategic Planning To Enhance Writing

Reporting

- Assessment data will be presented to the Board of Trustees May, July and December
- Reports will go home to parents/ caregivers end of Term 2 and 4
- Three way interviews and goal setting

Ongoing/ Comparative Assessment

- E-asTTle writing used to assess students progress Term 1, 3, 4
- Ongoing moderation across the school to support and clarify OTJ

Community Involvement

- Data to be shared with the community and feedback encouraged
- Parents encouraged to take an active part in their children's education

Actual Outcomes

- See "Statement of Variance"

Focus: Maths**Strategic Aim:****To have 100% of all students at or above their Maths stage****Annual Aim:****To have 85% of all students at or above their Maths stage****Baseline data 2020:**

- 79.8% (318/398) of all students were at or above their Maths stage
- 84% (95/113) of all NZ Maori students were at or above their Maths stage
- 81% (201/247) of all Pasifika students were at or above their Maths stage
- 89% (25/28) of all Asian students were at or above their Maths stage
- 77% (164/211) of all Male students were at or above their Maths stage
- 82% (154/187) of all Female students were at or above their Maths stage

Target for 2021:**85% of all students at or above their Maths stage****Actions (what did we do?)****Outcomes (what happened?)****Reasons for the variance (why did it happen?)****Evaluation (where to next?)**

- Years 1-4 teachers to teach numeracy so that children have a sound knowledge and strategy base
- Focus on effective teacher practice and provide support and mentoring

Planned targets and goals will carry forwarded into the 2022

<ul style="list-style-type: none"> • Effective use of resources and adapting and integrating the curriculum to meet student needs. • Monitor individual class achievement and provide support and guidance to teachers to improve achievement through planning, resources, observations, feedback and feed forward • By the end of Year 4 all students to know their basic facts and be at stage 5 and above • Year 5-8 teachers to integrate numeracy, problem solving and DIMMIC to cater for the differentiated needs of the children • Integration of strand through number to ensure curriculum coverage 	<p>None of the goals were met due to constant disruption from Covid throughout 2021</p>		
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Planning for 2022:

- Years 1-4 teachers to teach numeracy so that children have a sound knowledge and strategy base
- Focus on effective teacher practice and provide support and mentoring
- Effective use of resources and adapting and integrating the curriculum to meet student needs.

- Monitor individual class achievement and provide support and guidance to teachers to improve achievement through planning, resources, observations, feedback and feed forward
- By the end of Year 4 all students to know their basic facts and be at stage 5 and above
- Year 5-8 teachers to integrate numeracy, problem solving and DIMMIC to cater for the differentiated needs of the children
- Integration of strand through number to ensure curriculum coverage

Te Matauranga 6741 2021

Focus: Reading

Strategic Aim: To have 100% of all students at or above their chronological age

Annual Aim: To have 85% of all students at or above their chronological age

Baseline data 2019:

- 71% (281/396) of all students were at or above their chronological age
- 65% (73/113) of all NZ Maori students were at or above their chronological age
- 73% (179/246) of all Pasifika students were at or above their chronological age
- 82% (23/28) of all Asian students were at or above their chronological age
- 65% (137/211) of all Male students were at or above their chronological age
- 78% (144/185) of all Female students were at or above their chronological age

Target for 2021:

85% of all students at or above their chronological age

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Teachers to identify every year 1-8 student at the beginning of 2021 who is in 'below' + 'well below' bands for reading (from 2020 data) and:</p> <ul style="list-style-type: none">• set an achievement target for each student to reach by the end of 2021• set some learning goals for each student to reach their achievement target• decide on the teaching approaches/actions that the teacher needs to undertake in order to help the students reach their targets/goals. <p>Teachers to set clear expectations for each cohort for reading and to share these expectations with students as appropriate.</p> <p>Teachers to consider different ways of organising their students at the team level so as to attend to addressing the needs of some significant groups of under-achieving students in each team.</p>	<p>None of the goals were met due to constant disruption from Covid throughout 2021</p>		<p>Planned targets and goals will carry forwarded into the 2022</p>

Teachers to ensure that the actual reading programme/skills taught are appropriate to addressing the needs of under-achieving students.

All teachers to sustain effective/best practices they have employed after several years of professional learning for teaching reading, to engage and motivate students and to scaffold their learning.

Teachers will:

- select the texts that engage students sufficiently;
- emphasise that instructional reading is primarily about making meaning and thinking critically about texts rather than just decoding the words in texts;
- question students as deeply as possible about the meaning of texts from Year 1 onwards;
- teach reading skills and strategies explicitly through 'read to' and 'shared reading' as well as 'guided reading';
- organise a programme that allows them to work with the under-achieving or struggling readers as often as possible during the week while more able readers get a chance to work more independently but as guided by them;
- give students sufficient opportunities to practise the skills and strategies taught independently;
- develop their students' decoding, processing and comprehension skills and strategies through explicit reading instructions;
- develop students' oral language and vocabulary knowledge through shared and guided reading sessions.

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ACTION PLAN 2022

- Teachers to identify every year 1-8 student at the beginning of 2022 who is in 'below' + 'well below' bands for reading (from 2020 data) and:
 - o set an achievement target for each student to reach by the end of 2022
 - o set some learning goals for each student to reach their achievement target
 - o decide on the teaching approaches/actions that the teacher needs to undertake in order to help the students reach their targets/goals.
- Teachers to set clear expectations for each cohort for reading and to share these expectations with students as appropriate.
- Teachers to consider different ways of organising their students at the team level so as to attend to addressing the needs of some significant groups of under-achieving students in each team.
- Teachers to ensure that the actual reading programme/skills taught are appropriate to addressing the needs of under-achieving students.
- All teachers to sustain effective/best practices they have employed after several years of professional learning for teaching reading, to engage and motivate students and to scaffold their learning.
- Teachers will:
 - select the texts that engage students sufficiently;
 - emphasise that instructional reading is primarily about making meaning and thinking critically about texts rather than just decoding the words in texts;
 - question students as deeply as possible about the meaning of texts from Year 1 onwards;
 - teach reading skills and strategies explicitly through 'read to' and 'shared reading' as well as 'guided reading';
 - organise a programme that allows them to work with the under-achieving or struggling readers as often as possible during the week while more able readers get a chance to work more independently but as guided by them;
 - give students sufficient opportunities to practise the skills and strategies taught independently;
 - develop their students' decoding, processing and comprehension skills and strategies through explicit reading instructions;
 - develop students' oral language and vocabulary knowledge through shared and guided reading sessions.

- The Extra Reading Support and Reading Recovery Programme will help struggling readers reach/achieve their goals/targets.
- Teachers to monitor and assess the progress of their students regularly and plan accordingly.
- Up-skilling new staff in reading: Literacy teacher, Team leader, tutor teacher or experienced teachers in reading to demonstrate or model reading to new teacher/BT(s)

Te Matauranga 6741 2021

Focus: Writing

Strategic Aim: To have 100% of all students to be at their e-asTTLe expected levels in Writing

Annual Aim: To have 85% of all students to be at their e-asTTLe expected levels in Writing

Baseline data 2020:

- 67% (265/397) of all students were at or above expected levels in Writing
- 58% (66/113) of all NZ Maori students were at or above expected levels in Writing
- 70% (172/247) of all Pasifika students were at or above expected levels in Writing
- 78% (22/28) of all Asian students were at or above expected levels in Writing
- 59% (124/211) of all Male students were at or above expected levels in Writing
- 76% (141/184) of all Female students were at or above expected levels in Writing

<p>Target for 2021</p> <p>85% of all students at or above National standards in Writing</p>			
<p>Actions (what did we do?)</p>	<p>Outcomes (what happened?)</p>	<p>Reasons for the variance (why did it happen?)</p>	<p>Evaluation (where to next?)</p>
<p>Staff to work alongside Murray Gadd. This will consist of the following:</p> <p><u>Workshops</u> to identify what is quality writing,, what is a quality writing programme, teaching and managing writing.</p> <p><u>Modelling</u> of instructional writing at whole class level across the school.</p> <p><u>Teacher Inquiry</u> into impact of instructional practices on target students' progress to be established by all teachers.</p> <p><u>Small group workshops</u> to analyse students' writing and data</p> <p><u>Observations</u> of teachers' practices</p> <p><u>Literacy team</u> to ascertain progress, set direction and analyse writing data</p>	<p>None of the goals were met due to constant disruption from Covid throughout 2021</p>		<p>Planned targets and goals will carry forwarded into the 2022</p>

Action Plan 2022

Staff to work alongside Murray Gadd. This will consist of the following:

Workshops to identify what is quality writing,, what is a quality writing programme, teaching and managing writing.

Modelling of instructional writing at whole class level across the school.

Teacher Inquiry into impact of instructional practices on target students' progress to be established by all teachers.

Small group workshops to analyse students' writing and data

Observations of teachers' practices

Literacy team to ascertain progress, set direction and analyse writing data