

MARFELL SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

Ministry Number:	2192
Principal:	Janet Wilson
School Address:	10 Endeavour Street, Marfell
School Postal Address:	10 Endeavour Street, Marfell, New Plymouth, 4310
School Phone:	06 751 0553
School Email:	admin@marfell.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expires/ Expired
Peter Baker	Chairperson	Elected	Jun 2022
Janet Wilson	Principal (Leave)	ex Officio	
Tony Nicholas	Parent Rep	Elected	Jun 2022
Theresa Tongi	Parent Rep	Elected	Jun 2022
Zana Travis	Parent Rep	Co-opted	Jun 2022
Ray Tucker	Parent Rep	Elected	Jun 2022
Sam Knox	Staff Rep	Elected	Jun 2022
Kealy Warren	Acting Principal	Co-opted	Jun 2022

Accountant / Service Provider: Education Services Ltd

MARFELL SCHOOL

Annual Report - For the year ended 31 December 2020

Index

Page	Statement
	Financial Statements
1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 21	Notes to the Financial Statements
	Other Information
	Analysis of Variance
	Kiwisport

Marfell School

Statement of Responsibility

For the year ended 31 December 2020

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

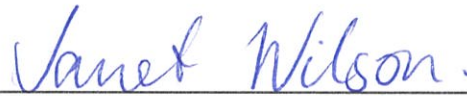
The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

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

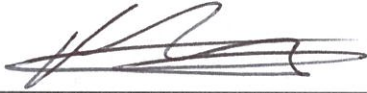
The School's 2020 financial statements are authorised for issue by the Board.



Full Name of Board Chairperson



Full Name of Principal



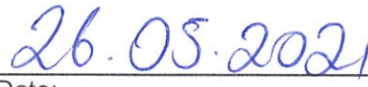
Signature of Board Chairperson



Signature of Principal



Date:



Date:

Marfell School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue				
Government Grants	2	1,648,300	1,247,683	1,307,448
Locally Raised Funds	3	114,527	22,350	45,207
Interest income		4,841	2,500	6,164
		<u>1,767,668</u>	<u>1,272,533</u>	<u>1,358,819</u>
Expenses				
Locally Raised Funds	3	15,343	9,000	19,775
Learning Resources	4	1,191,668	851,415	943,532
Administration	5	123,601	122,359	118,983
Finance		1,466	500	450
Property	6	234,700	274,756	275,106
Depreciation	7	21,329	14,294	27,309
Loss on Disposal of Property, Plant and Equipment		2,108	-	2,180
		<u>1,590,215</u>	<u>1,272,324</u>	<u>1,387,335</u>
Net Surplus / (Deficit) for the year		177,453	209	(28,516)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>177,453</u>	<u>209</u>	<u>(28,516)</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.

Marfell School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2020

	Notes	Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
Balance at 1 January		107,209	97,195	135,725
Total comprehensive revenue and expense for the year		177,453	209	(28,516)
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		3,563	-	-
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9		-	-	-
Equity at 31 December	23	288,225	97,404	107,209
Retained Earnings		288,225	97,404	107,209
Equity at 31 December		288,225	97,404	107,209

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.

Marfell School

Statement of Financial Position

As at 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	125,283	748	330,451
Accounts Receivable	9	83,908	57,360	51,467
GST Receivable		3,938	-	5,147
Prepayments		4,019	1,310	3,235
Inventories	10	7,121	7,353	8,437
Investments	11	193,822	128,608	175,805
		<u>418,091</u>	<u>195,379</u>	<u>574,542</u>
Current Liabilities				
GST Payable		-	1,992	-
Accounts Payable	13	99,557	76,906	73,652
Revenue Received in Advance	14	10,289	6,475	7,848
Provision for Cyclical Maintenance	15	50,000	-	105,901
Finance Lease Liability - Current Portion	16	6,286	6,946	1,411
Funds held for Capital Works Projects	17	16,018	-	305,614
		<u>182,150</u>	<u>92,319</u>	<u>494,426</u>
Working Capital Surplus/(Deficit)		235,941	103,060	80,116
Non-current Assets				
Investments (more than 12 months)	11	-	-	12,632
Property, Plant and Equipment	12	98,481	28,244	45,011
		<u>98,481</u>	<u>28,244</u>	<u>57,643</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	36,849	33,535	28,840
Finance Lease Liability	16	9,348	365	1,710
		<u>46,197</u>	<u>33,900</u>	<u>30,550</u>
Net Assets		<u><u>288,225</u></u>	<u><u>97,404</u></u>	<u><u>107,209</u></u>
Equity		<u><u>288,225</u></u>	<u><u>97,404</u></u>	<u><u>107,209</u></u>

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

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

		2020	2020	2019
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		604,774	422,193	435,962
Locally Raised Funds		113,996	22,850	46,081
Goods and Services Tax (net)		1,209	-	(7,139)
Payments to Employees		(412,554)	(273,500)	(304,737)
Payments to Suppliers		(138,490)	(139,716)	(157,700)
Cyclical Maintenance Payments in the year		(25,664)	(123,500)	-
Interest Paid		(1,466)	(500)	(450)
Interest Received		5,623	2,500	7,125
Net cash from/(to) Operating Activities		147,428	(89,673)	19,142
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(56,821)	-	(2,234)
Purchase of Investments		(5,386)	-	(6,828)
Net cash from/(to) Investing Activities		(62,207)	-	(9,062)
Cash flows from Financing Activities				
Furniture and Equipment Grant		3,563	-	-
Finance Lease Payments		(4,356)	(2,915)	(3,343)
Funds Held for Capital Works Projects		(289,596)	-	230,378
Net cash from/(to) Financing Activities		(290,389)	(2,915)	227,035
Net increase/(decrease) in cash and cash equivalents		(205,168)	(92,588)	237,115
Cash and cash equivalents at the beginning of the year	8	330,451	93,336	93,336
Cash and cash equivalents at the end of the year	8	125,283	748	330,451

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

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

Marfell School

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

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

i) Inventories

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

j) Investments

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

k) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

Property, plant and equipment are depreciated over their estimated useful lives on a straight line 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	5-10 years
Information and Communication	5 years
Motor Vehicles	5 Years
Library Resources	8 years
Leased assets held under a Finance Lease	Term of Lease

l) Intangible Assets

Software costs

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

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

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

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

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

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

Non cash generating assets

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

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

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

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

n) Accounts Payable

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

o) Employee Entitlements

Short-term employee entitlements

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

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

Long-term employee entitlements

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

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

p) Revenue Received in Advance

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

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

q) Funds Held in Trust

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

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

r) Shared Funds

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

s) Provision for Cyclical Maintenance

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

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

t) Financial Instruments

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

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

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

u) Borrowings

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

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

v) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

w) Budget Figures

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

x) Services received in-kind

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

2. Government Grants

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	352,472	279,157	263,449
Teachers' Salaries Grants	730,465	632,535	690,781
Use of Land and Buildings Grants	194,745	192,955	184,949
Resource Teachers Learning and Behaviour Grants	6,644	-	4,269
Other MoE Grants	358,187	143,036	164,000
Other Government Grants	5,787	-	-
	<u>1,648,300</u>	<u>1,247,683</u>	<u>1,307,448</u>

The school has opted in to the donations scheme for this year. Total amount received was \$16,350.

3. Locally Raised Funds

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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations	17,119	1,000	4,903
Bequests & Grants	66,882	8,750	9,260
Activities	18,065	5,700	18,868
Trading	9,258	4,000	9,011
Fundraising	3,203	2,900	3,165
	<u>114,527</u>	<u>22,350</u>	<u>45,207</u>
Expenses			
Activities	6,835	4,000	8,516
Trading	8,061	4,000	8,799
Fundraising (Costs of Raising Funds)	447	1,000	2,460
	<u>15,343</u>	<u>9,000</u>	<u>19,775</u>
<i>Surplus for the year Locally raised funds</i>	<u>99,184</u>	<u>13,350</u>	<u>25,432</u>

4. Learning Resources

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	23,456	15,000	12,095
Library Resources	829	1,230	920
Employee Benefits - Salaries	1,159,790	822,035	918,837
Staff Development	4,432	10,150	9,136
Attached Units	2,589	3,000	2,544
Healthy School Lunch Programme	572	-	-
	<u>1,191,668</u>	<u>851,415</u>	<u>943,532</u>

5. Administration

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Audit Fee	4,134	4,134	4,239
Board of Trustees Fees	4,080	3,500	3,205
Board of Trustees Expenses	1,865	1,375	1,255
Communication	3,378	3,650	3,438
Consumables	4,744	8,000	7,950
Other	5,426	5,400	4,094
Employee Benefits - Salaries	89,683	84,000	81,978
Insurance	3,451	3,400	3,250
Service Providers, Contractors and Consultancy	6,840	8,900	9,574
	<u>123,601</u>	<u>122,359</u>	<u>118,983</u>

6. Property

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	24,355	24,200	23,697
Cyclical Maintenance Expense	(22,228)	20,251	18,208
Grounds	9,874	7,450	6,734
Heat, Light and Water	17,022	19,800	21,452
Rates	1,486	1,900	1,856
Repairs and Maintenance	7,748	6,000	16,049
Use of Land and Buildings	194,745	192,955	184,949
Security	1,698	2,200	2,161
	<u>234,700</u>	<u>274,756</u>	<u>275,106</u>

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

7. Depreciation

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Building Improvements	2,597	722	1,379
Furniture and Equipment	7,532	4,433	8,469
Information and Communication Technology	4,266	2,957	5,650
Motor Vehicles	-	2,098	4,008
Leased Assets	6,407	3,784	7,230
Library Resources	527	300	573
	<u>21,329</u>	<u>14,294</u>	<u>27,309</u>

8. Cash and Cash Equivalents

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash on Hand	-	-	100
Bank Current Account	124,407	748	329,804
Bank Call Account	876	-	547
Cash and cash equivalents for Statement of Cash Flows	<u>125,283</u>	<u>748</u>	<u>330,451</u>

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

Of the \$125,283 Cash and Cash Equivalents \$16,018 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2021 on Crown owned school buildings under the School's Five Year Property Plan.

9. Accounts Receivable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Receivables	2,249	997	992
Receivables from the Ministry of Education	10,765	-	-
Banking Staffing Underuse	-	7,108	-
Interest Receivable	728	2,471	1,510
Teacher Salaries Grant Receivable	70,166	46,784	48,965
	<u>83,908</u>	<u>57,360</u>	<u>51,467</u>
Receivables from Exchange Transactions	2,977	3,468	2,502
Receivables from Non-Exchange Transactions	80,931	53,892	48,965
	<u>83,908</u>	<u>57,360</u>	<u>51,467</u>

10. Inventories

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Stationery	1,531	477	1,583
Uniforms	5,590	6,876	6,854
	<u>7,121</u>	<u>7,353</u>	<u>8,437</u>

11. Investments

The School's investment activities are classified as follows:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Asset			
Short-term Bank Deposits	193,822	128,608	175,805
Non-current Asset			
Long-term Bank Deposits	-	-	12,632
Total Investments	<u>193,822</u>	<u>128,608</u>	<u>188,437</u>

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2020	\$	\$	\$	\$	\$	\$
Building Improvements	12,738	45,891	-	-	(2,597)	56,032
Furniture and Equipment	24,575	8,045	(715)	-	(7,532)	24,373
Information and Communication Tech	3,912	4,162	(1,393)	-	(4,266)	2,415
Leased Assets	2,967	18,371	-	-	(6,407)	14,931
Library Resources	819	438	-	-	(527)	730
Balance at 31 December 2020	45,011	76,907	(2,108)	-	(21,329)	98,481

The net carrying value of equipment held under a finance lease is \$14,931 (2019: \$2,967)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2020	\$	\$	\$
Building Improvements	92,043	(36,011)	56,032
Furniture and Equipment	189,802	(165,429)	24,373
Information and Communication	60,464	(58,049)	2,415
Motor Vehicles	77,000	(77,000)	-
Leased Assets	21,643	(6,712)	14,931
Library Resources	45,571	(44,841)	730
Balance at 31 December 2020	486,523	(388,042)	98,481

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Building Improvements	14,117	-	-	-	(1,379)	12,738
Furniture and Equipment	32,377	2,224	(1,557)	-	(8,469)	24,575
Information and Communication Tech	10,185	-	(623)	-	(5,650)	3,912
Motor Vehicles	4,008	-	-	-	(4,008)	-
Leased Assets	6,925	3,272	-	-	(7,230)	2,967
Library Resources	1,382	10	-	-	(573)	819
Balance at 31 December 2019	68,994	5,506	(2,180)	-	(27,309)	45,011

The net carrying value of equipment held under a finance lease is \$2,967 (2018: \$6,925)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Building Improvements	46,153	(33,415)	12,738
Furniture and Equipment	191,398	(166,823)	24,575
Information and Communication	56,636	(52,724)	3,912
Motor Vehicles	77,000	(77,000)	-
Leased Assets	17,854	(14,887)	2,967
Library Resources	45,134	(44,315)	819
Balance at 31 December 2019	434,175	(389,164)	45,011

13. Accounts Payable

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operating Creditors	7,564	16,402	5,369
Accruals	4,134	3,730	4,034
Banking Staffing Overuse	6,079	-	6,079
Employee Entitlements - Salaries	70,166	46,784	48,965
Employee Entitlements - Leave Accrual	11,614	9,990	9,205
	<u>99,557</u>	<u>76,906</u>	<u>73,652</u>
Payables for Exchange Transactions	99,557	76,906	73,652
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>99,557</u>	<u>76,906</u>	<u>73,652</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Income in Advance	5,033	-	-
Other	5,256	6,475	7,848
	<u>10,289</u>	<u>6,475</u>	<u>7,848</u>

15. Provision for Cyclical Maintenance

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	134,741	13,284	116,533
Increase/(decrease) to the Provision During the Year	(19,145)	20,251	18,208
Adjustment to the Provision	(3,083)	-	-
Use of the Provision During the Year	(25,664)	-	-
Provision at the End of the Year	<u>86,849</u>	<u>33,535</u>	<u>134,741</u>
Cyclical Maintenance - Current	50,000	-	105,901
Cyclical Maintenance - Term	36,849	33,535	28,840
	<u>86,849</u>	<u>33,535</u>	<u>134,741</u>

16. Finance Lease Liability

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
No Later than One Year	7,340	6,946	1,411
Later than One Year and no Later than Five Years	10,089	365	1,710
	<u>17,429</u>	<u>7,311</u>	<u>3,121</u>

17. Funds Held (Owed) for Capital Works Projects

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

	2020	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Roofing & Cladding Repairs 2018	<i>in progress</i>	306,774	267,477	(559,024)	-	15,227
2019 Special Needs Fencing Property	<i>completed</i>	(26,384)	26,349	35	-	-
Flood Repairs	<i>completed</i>	109	(712)	603	-	-
Boiler Replacement	<i>completed</i>	25,115	3,148	(28,263)	-	-
SIP Projects	<i>in progress</i>	-	67,983	(67,192)	-	791
Totals		<u>305,614</u>	<u>364,245</u>	<u>(653,841)</u>	-	<u>16,018</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	16,018
Funds Due from the Ministry of Education	-
	<u>16,018</u>

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Blk A Toilets & Special Needs Refurb	<i>completed</i>	(27,163)	7,788	19,375	-	-
Roofing & Cladding Repairs 2018	<i>in progress</i>	20,182	309,000	(22,408)	-	306,774
2019 Special Needs Fencing Property	<i>in progress</i>	72,000	36,000	(134,384)	-	(26,384)
Flood Repairs	<i>in progress</i>	-	47,900	(47,791)	-	109
Boiler Replacement	<i>in progress</i>	-	54,000	(28,885)	-	25,115
Totals		<u>65,019</u>	<u>454,688</u>	<u>(214,093)</u>	-	<u>305,614</u>

18. Related Party Transactions

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

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

19. Remuneration

Key management personnel compensation

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

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	4,080	3,205
Full-time equivalent members	-	0.10
<i>Leadership Team</i>		
Remuneration	433,780	185,669
Full-time equivalent members	3.93	1.70
Total key management personnel remuneration	437,860	188,874
Total full-time equivalent personnel	3.93	1.80

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

Principal

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

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140 - 150	130 - 140
Benefits and Other Emoluments	3 - 4	3 - 4
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2020 FTE Number	2019 FTE Number
100 - 110	0.00	0.00
120 - 130	1.00	-
	1.00	0.00

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

20. Compensation and Other Benefits Upon Leaving

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

	2020 Actual	2019 Actual
Total	-	\$513
Number of People	-	1

21. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

22. Commitments

(a) Capital Commitments

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

\$688,517 contract for the Roofing & Cladding Repairs 2018 as agent for the Ministry of Education. This project is fully funded by the Ministry and \$613,977 has been received of which \$598,750 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$75,537 contract for the SIP Projects as agent for the Ministry of Education. This project is fully funded by the Ministry and \$67,983 has been received of which \$67,192 has been spent on the project to balance date. This project has been approved by the Ministry.

Capital commitments as at 31 December 2019:

(a) Contract to repair the staffroom after a flood which has been funded by the Ministry of Education. \$47,900 has been received at 31 December 2019, of which \$47,791 of costs have been spent on the project to balance date. This project has been approved by the Ministry.

(b) \$385,000 contract for Roofing & Cladding repairs as agent for the Ministry of Education. This project is fully funded by the Ministry and \$346,500 has been received of which \$39,726 has been spent on the project to balance date. This project has been approved by the Ministry.

(c) Contract to replace the boiler as agent for the Ministry of Education. This project is fully funded by Ministry and \$54,000 has been received of which \$28,885 has been spent on the project to balance date. This project has been approved by the Ministry.

(b) Operating Commitments

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

23. Managing Capital

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

24. Financial Instruments

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

Financial assets measured at amortised cost

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash and Cash Equivalents	125,283	748	330,451
Receivables	83,908	57,360	51,467
Investments - Term Deposits	193,822	128,608	188,437
Total Financial assets measured at amortised cost	<u>403,013</u>	<u>186,716</u>	<u>570,355</u>

Financial liabilities measured at amortised cost

Payables	99,557	76,906	73,652
Finance Leases	15,634	7,311	3,121
Total Financial Liabilities Measured at Amortised Cost	<u>115,191</u>	<u>84,217</u>	<u>76,773</u>

25. Events After Balance Date

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

26. Comparatives

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

27. New Plymouth Group Mowing Scheme

Marfell School is part of a partnership in the New Plymouth Group Mowing Scheme. The mowing scheme is a partnership agreement between 21 schools in Taranaki. Each members share in the Scheme is only realisable on winding up of the Scheme. If any member withdraws from the Scheme and the majority wish to continue, the withdrawing member will forfeit their ownership rights and will not be purchased out by other members. The Scheme is administered by Education Services Ltd and a Management Committee consisting of at least two representatives from the member schools. The balance date for the Scheme is 31 March. The partnership is audited by Silks Audit Chartered Accountants Limited.

The School's share of total equity in the scheme has been calculated using management accounts as at 31 December in order to

Total Equity as at 31/12/20	\$	52,423
	\$	2,496
Total Equity as at 31/12/19	\$	54,243
Marfell School Share	\$	2,583



Marfell Community School

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30.03.2021

KIWISPORT

The total Kiwisport funding received in 2020 was \$1533.73.

This is essential for subsidising

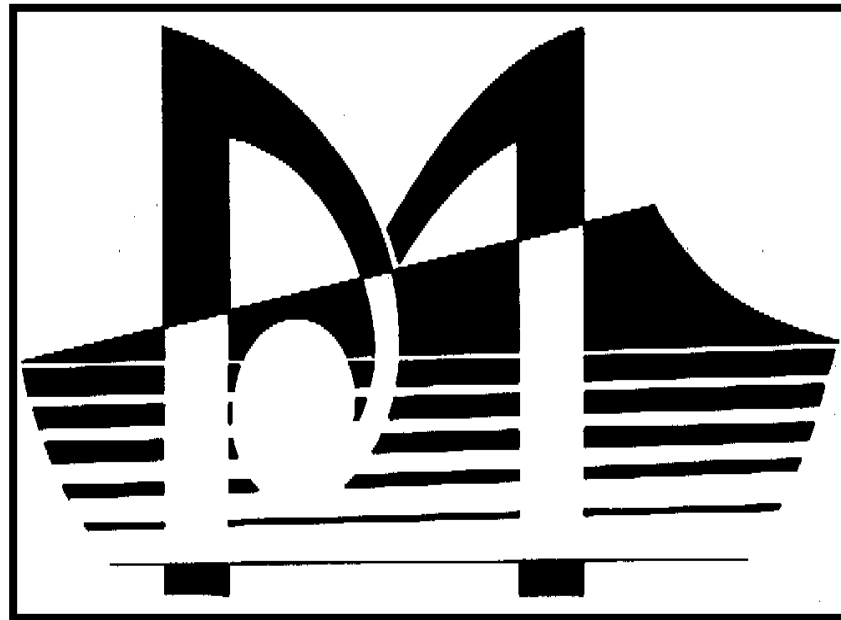
- *Sports subscriptions that students undertake*
- *Bus transport to events*
- *Catering for after match functions*
- *Sports gear and uniforms requirements*

Janet Wilson

Principal

Marfell Community School

Happy Healthy Learners - Tama Tu Tama Ora



2020 Analysis of Variance

Student Achievement Target and Action Plan 2020 - Mathematics

Target Area: Mathematics					
Strategic Goal: 4. Teaching & Learning – Building Blocks for Marfell Learners Our children learn in a collaborative learning environment where their interests and passions drive the learning experience.					
Target Goal: To ensure a positive shift in achievement of the 16 children identified as achieving below expectation in Mathematics to be at or above expectation In Mathematics. 62.5% of these children are Māori.					
Historical Position: Our Overall Teacher Judgement Assessment for 2019 identified 19 children from Year 2 to 6 that were achieving below expectation in Mathematics. 68% of these children are Māori.					
<u>All Students Below Expectation (Working Towards At) in Mathematics (Years 1-6) (n=1)</u>					
	Māori	Non Māori	Male	Female	Total = 16
Year 6	2	0	2	0	2
Year 5	3	2	1	4	5
Year 4	0	0	0	0	0
Year 3	2	1	0	3	3
Year 2	3	0	2	1	3
Year 1	0	3	1	2	3
Actions			When	Who	Outcomes
1. Analyse school-wide data and identify areas of student strength and need in a detailed learning pathway with review every five weeks.			Term 1	School leaders Teachers	Completed through the Target Student System
2. Identify teacher strength and needs through in class observations, and learning conversations and the appraisal process.			Term 1 →	School leaders	Completed. Pact also played a major role in development
3. Continue to access the maths leadership cluster to remain connected with up to date and current practice. Sustain staff development.			Term 1-4	School leaders	Attended as far as COVID allowed.
4. Ensure all staff meet with school achievement expectations of progress and continue to moderate overall teacher judgements in relation to these expectations.			Term 1/2/3/4	School leaders Teachers	Moderation occurred meaning inconsistencies mitigated
5. Review current school interventions, including the frontloading programme, to ensure that they are making a difference in accelerating student progress.			Term 2-4	School leaders	Completed.
6. Upskill Support Staff to be able to deliver support programmes effectively.			Term 1/2/3	School leaders	On-going
7. Track and monitor student progress and achievement through a range of assessment tools including PACT. Evaluate students using mid-year data.			Ongoing	Teachers	completed

8. Report to Parents twice a year on student progress and achievement. Report to BoT on student progress and achievement	Term 2/4 Ongoing	Teachers School leaders	Completed. Affected by COVID
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Variance Report - Mathematics

Marfell Community School's Board of Trustees continues to be committed to raising achievement in the key area of Mathematics. The focus is on implementing specific learning pathways in order to achieve acceleration. We have focussed on moving the working towards students to at. Use of the PACT tool to ensure clear and consistent data is also a focus. We continue to use PLG to discuss and critique videoed practice and engage in challenging conversations around practice, student data, and problem solving.

The identified Maths Target for 2020:

To ensure a positive shift in achievement of the 16 children identified as achieving Working Towards expectation in Mathematics to be at or above expectation In Mathematics. 62.5% of these children are Māori.

Outcome:

- Term 4 2019 = 16 target children achieving working towards.

By the end of 2020:

- 5 target children achieved standard progress
- 0 target children made negative shift in Maths.
- 11 target children achieved accelerated progress

The mathematics target was achieved: **62.5% (N=11) children achieving accelerated progress.**
100% (N=16) children achieving standard and accelerated progress. There was no negative shift.

Data is based only on children present in Term 4 2019 and Term 4 2020.

Target Year 1 to 6 Children Achieving Working Towards National Standards in Mathematics Based on Overall Teacher Judgements – 16 children as at Term 4 2020

Year	Term 4 2019			Year	Term 4 2020				Positive or Negative Shift
	Below	Working Towards	At		Below	Working Towards	At	Above	
Year 5		2		Year 6			2		Positive
Year 4	1	4		Year 5		4	1		Positive
Year 3				Year 4					Positive
Year 2	1	2		Year 3		3			Positive
Year 1		3		Year 2			3		
TOTALS	2	11				7	6		100% Positive

Maths

Actions – What we did	Outcomes – What happened	Reasons for the Variance (Why it happened?)	Evaluation (Where to next?)
<p>Staff reviewed data and determined the specific needs of the target students. This was incorporated into planning.</p> <p>The frontloading programme was offered to target students from years 3-6. This programme frontloads the children with the knowledge they will need for the following weeks instruction in class.</p> <p>Student outcomes were reviewed throughout the year to ensure that children remained on track.</p> <p>Junior classes continued with the play based learning approach with developing the vocabulary and knowledge of maths. They were given teacher aide support to deliver this programme.</p> <p>Maths leadership attended the Maths leadership cluster in order to remain up to date and current in practice. This learning was communicated to staff.</p> <p>SENCO</p>	<p>See above for details on development. Progress was made and the PACT analysis meant we could see that 8 of the students who reached AT are on track to reach above by either mid 2021 or the end of 2021.</p> <p>See above. Only offered to target students this year.</p> <p>62.5% of the children on the programme were Maori. Of the 10 Maori students 8 made accelerated progress. The two that did not had wider factors at play.</p> <p>Reviewing and moderating ensured teachers remained consistent and pertinent in their approaches.</p> <p>Junior school – there has been significant progress although this is not reflected in our results. By the time they reach Year 6 the progress required has been achieved by the majority of our students.</p> <p>Leadership worked with wider staff on using PACT as an assessment analysis tool. This meant that results were consistent throughout the school. Also the school refined the approach to strand maths and how the play based programme is delivered through the maths curriculum.</p> <p>The role of the SENCO was expanded with emphasis on attendance and welfare.</p>	<p>Six students made standard progress maintaining “working towards at”. Of these 6 one has a suspected learning need, 1 poor attendance, 1 trauma at home.</p> <p>Frontloading stops the child feeling on the back foot as they begin the weeks learning. They have vocabulary, knowledge and strategy to build on. This has been the reason for the success for these children.</p> <p>Analysis of wider data shows less behaviour incidents, increased vocabulary, increased social and problem solving skills in the junior school. Once children have a grasp of this then they are ready to learn.</p> <p>66 children monitored. 179 major actions.</p>	<p>The target student system will continue in 2021. Selection of the students will be more strategic with no students selected who have additional needs.</p> <p>Teachers will receive development on meeting the <u>specific</u> learning needs of the child. This will be supported by PACT.</p> <p>Frontloading will continue and be further focussed towards the specific goals of the target child. This will be extended to reading next year.</p> <p>The play based approach will continue in the junior school. (Interest based in the senior). This, including Te Ao Maori will be a focus for development in 2021.</p> <p>A wider transition programme is being implemented in partnership with the local Kindy and parents. The aim is to have children entering school ready to learn. This will minimise our need to socialise and teach the very basics.</p> <p>We aim to address the wider needs of the child first and then learning will follow. The three target children who</p>

			were on the SENCO register made standard progress which reflects the impact that wider influences can have on learning.
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Focus: Children working towards curriculum level in Maths

		2020 Target Children	Ethnicity	19 Maths OTJ Term 4	2020 July OTJ	20 Maths OTJ Term 4	Summary (Based on PACT trajectory)	Progress	<p>2020 Term 1 – 15 children working towards curriculum level in maths. 66% Maori. Special Programme: Frontloading maths.</p> <p>July 2020 – No negatives shifts for the target students 3 children have accelerated progress.</p> <p>This is very pleasing as the children missed so much during COVID. The no negatives shifts is to be celebrated considering the circumstances.</p> <p>Maori: 7 wkg towards. 3 at.</p> <p>2020 - End of year</p>
Year 6	1	TakS	Maori	Wkg T	Wkg t	At	On track to maintain at.	accelerated	
	1	NukJ	Maori	Wkg T	At	At	Beginning to move to above	accelerated +	
Year 5	1	BoxK	Maori	Wkg T	Wkg T	At	Strong trajectory towards above	accelerated ++	
	3	BakV	European	Wkg T	Wkg T	wkg T	years worth of progress	steady	
	3	JulD	European	Wkg T	Wkg T	wkg T	years worth of progress	steady	
	3	NukK	Maori	B	Wkg T	wkg T	Trajectory changing to accelerated progress	accelerated	
	3	LizM	Maori	Wkg T	Wkg T	wkg T	years worth of progress	need to monitor - projected to below by end of 2021	
Year 4									
Year 3	7	CorK	European	Wkg T	Wkg T	wkg T	years worth of progress made	on track to meet at by mid 2021	
	7	CamB	Maori	B	Wkg T	Wkg T	accelerated progress made	on track to meet at by mid 2021	
	7	MarT	Maori	Wkg T	Wkg T	Wkg T	HIGH ABSENCES	could move into below by end of 2021	
Year 2	8	TuhD	Maori	Wkg T	at	at	Strong trajectory towards above	accelerated ++	
	8	VedI	Maori	Wkg T	at	at	Strong trajectory towards above	accelerated ++	
	8	TakV	Maori	Wkg T	Wkg T	at	strong trajectory	accelerated +	
Year 1	6	PreK	European	Wkg T	at	at	strong trajectory	accelerated +	
	6	NicE	European	Wkg T	at	at	Strong trajectory towards above	accelerated ++	
	6	CamA	European	Wkg T	Wkg t	at	strong trajectory	accelerated +	

15chn TOTAL					maths targets			
			16 chn Maori = 10 62.5%		16 Chn Maori: 62.5		4 accelerated to reach above by MID 2021 4 accelerated - reach above by end of 2021 2 accelerated reaching at 2 on track to meet at by mid 2021 2 - concern.	<p>No negative shifts - 1 possible negative next year if attendance does not improve.</p> <p>9 children made accelerated progress and reached AT Of these 9 - 4 showed they are on track for above by end of 2021</p> <p>6 Maori 5 Boys</p> <p>6 made expected progress and retained "working towards"</p> <p>Two made accelerated progress from B to Working Towards</p> <p>5 Maori 0 Boys</p> <p>Of these 7</p> <p>1 - poor attendance, 1 possible learning disability, 1 - trauma at home.</p> <p>62.5% made accelerated progress overall</p> <p>2 are of concern.</p> <p>12 of the 16 are on track to be at or above by the end of 2021.</p> <p>This is 75%</p>

KEY: Red: Negative shift Black: Standard progress Green: Accelerated progress Blue: Accelerated progress +

Recommendations for the Future

- For 2021 our foci will be to consolidate the use of PACT and ensuring consistency. We will focus on Reading and attendance as target area and will develop learner pathways. We will continue to implement the target student system with emphasis on meeting specific learning gaps. For this we will draw on the knowledge within the school and consult with outside experts as necessary – for example the Maths Leadership Cluster.
- To improve the knowledge, capability and confidence of the Maths Leadership team and then in turn develop teacher capability to critique and challenge within their PLG.
- To support the leadership to engage in challenging conversations around practice, student data, and problem solving.
- Continuation of ‘frontloading’ intervention to ascertain effectiveness for accelerated progress.
- Focus on Target students:
 - All stakeholders: Have a clear understanding of who the target students are, exactly how we will accelerate them, exactly what we want to achieve with them.
 - Continue school wide initiatives to accelerate target students
 - Focus on the local curriculum
 - Use of PACT to inform next steps for teaching and learning.
- To consolidate and further implement our Positive Behaviour for Learning programme to raise student achievement.
- Inquiry focussed practice under the ‘Schools That Deliver’ Network.
- Provide a Literacy Development budget for teacher release & resourcing.
- Develop systems for peer observations, videoing lessons, sharing and discussions.
- Ensure that timetables, planning & programmes and initiatives support effective teaching & learning.
- Lead teachers towards expecting accelerated progress from their students
- Regular staff meetings on moderation to ensure consistency across the school, in particular, in writing
- Review and refine programmes and initiatives offered to support students in Literacy and Mathematics.
- There were some positive shifts made in raising student achievement in mathematics, writing and reading this year. It is imperative that we continue to take advantage of any PLD opportunities by engaging in any advice and support made available
- Research and implement successful student support programmes.
- Provide opportunities to visit successful practice in other schools.

Kealy Warren
Acting Principal