

TATUANUI SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number: 1983

Principal: Denise Jones

School Address: State Highway 27

School Postal Address: 4513 State Highway 27 RD 4, Morrinsville, 3374

School Phone: 07 889 5578

School Email:

Accountant / Service Provider:

Education  Services.
Dedicated to your school

TATUANUI SCHOOL

Annual Report - For the year ended 31 December 2022

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 - 20	Notes to the Financial Statements
	Other Information
	Members of the Board
	Kiwisport / Statement of Compliance with Employment Policy
	Analysis of Variance

Tatuanui School

Statement of Responsibility

For the year ended 31 December 2022

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 2022 fairly reflects the financial position and operations of the school.

The School's 2022 financial statements are authorised for issue by the Board.

Amy Pink

Full Name of Presiding Member

Brendan Hebig

Full Name of Principal

A Pink

Signature of Presiding Member

B Hebig

Signature of Principal

7.02.24

Date:

7/2/24

Date:

Tatuanui School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue				
Government Grants	2	1,202,093	240,888	1,090,295
Locally Raised Funds	3	99,269	64,770	57,153
Interest Income		1,109	-	667
		<u>1,302,471</u>	<u>305,658</u>	<u>1,148,115</u>
Expenses				
Locally Raised Funds	3	37,199	24,550	22,457
Learning Resources	4	846,433	153,829	839,111
Administration	5	116,759	107,905	97,175
Finance		542	542	562
Property	6	239,289	59,262	204,851
Other Expenses	7	-	-	22,076
		<u>1,240,222</u>	<u>346,088</u>	<u>1,186,232</u>
Net Surplus / (Deficit) for the year		62,249	(40,430)	(38,117)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>62,249</u></u>	<u><u>(40,430)</u></u>	<u><u>(38,117)</u></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.

Tatuanui School
Statement of Changes in Net Assets/Equity
 For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		281,660	319,779	319,777
Total comprehensive revenue and expense for the year Contributions from the Ministry of Education		62,249	(40,430)	(38,117)
Equity at 31 December		343,909	279,349	281,660
Accumulated comprehensive revenue and expense		343,909	279,349	281,660
Equity at 31 December		343,909	279,349	281,660

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.



Tatuanui School

Statement of Financial Position

As at 31 December 2022

		2022	2022	2021
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	8	159,209	155,246	91,014
Accounts Receivable	9	62,447	50,344	55,144
GST Receivable		-	-	1,012
Prepayments		10,408	28,138	11,481
Inventories	10	2,903	1,943	2,903
Investments	11	53,768	11,500	53,448
Funds Receivable for Capital Works Projects	17	3,628	-	861
		<u>292,363</u>	<u>247,171</u>	<u>215,863</u>
Current Liabilities				
GST Payable		6,444	5,449	-
Accounts Payable	13	89,985	105,622	80,551
Revenue Received in Advance	14	-	1,276	-
Provision for Cyclical Maintenance	15	35,721	-	24,429
Finance Lease Liability	16	6,097	4,991	7,208
Funds held for Capital Works Projects	17	80	-	80
		<u>138,327</u>	<u>117,338</u>	<u>112,268</u>
Working Capital Surplus/(Deficit)		<u>154,036</u>	<u>129,833</u>	<u>103,595</u>
Non-current Assets				
Property, Plant and Equipment	12	212,595	164,828	225,722
		<u>212,595</u>	<u>164,828</u>	<u>225,722</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	15,063	4,774	37,657
Finance Lease Liability	16	7,659	10,538	10,000
		<u>22,722</u>	<u>15,312</u>	<u>47,657</u>
Net Assets		<u><u>343,909</u></u>	<u><u>279,349</u></u>	<u><u>281,660</u></u>
Equity		<u><u>343,909</u></u>	<u><u>279,349</u></u>	<u><u>281,660</u></u>

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



Tatuanui School
Statement of Cash Flows
For the year ended 31 December 2022

		2022	2022	2021
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		298,732	240,888	246,830
Locally Raised Funds		97,296	68,560	55,678
Goods and Services Tax (net)		11,631	-	(6,461)
Payments to Employees		(109,697)	(114,952)	(121,884)
Payments to Suppliers		(193,029)	(185,251)	(163,549)
Interest Paid		(542)	(542)	(562)
Interest Received		1,109	-	661
Net cash from/(to) Operating Activities		105,500	8,703	10,713
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(34,643)	-	(68,323)
Purchase of Investments		(320)	-	(541)
Net cash from/(to) Investing Activities		(34,963)	-	(68,864)
Cash flows from Financing Activities				
Finance Lease Payments		(5,109)	(7,837)	(5,215)
Funds Administered on Behalf of Third Parties		2,767	-	-
Net cash from/(to) Financing Activities		(2,342)	(7,837)	(5,215)
Net increase/(decrease) in cash and cash equivalents		68,195	866	(63,366)
Cash and cash equivalents at the beginning of the year	8	91,014	154,380	154,380
Cash and cash equivalents at the end of the year	8	159,209	155,246	91,014

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.



Tatuanui School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

Tatuanui 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 statements have been prepared for the period 1 January 2022 to 31 December 2022 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 expense 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 best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance 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. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. 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. Finance lease liability disclosures are contained in note 16. Future operating lease commitments are disclosed in note 22b.

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.

Other Ministry Grants for directly funded programs are recorded as revenue when the School has the rights to the funding in the period they relate to. The grants are not received in cash by the School and are paid directly by the Ministry of Education.

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

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

Other Grants where conditions exist

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 recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.



Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

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

Improvements (funded by the Board) to buildings owned by the Crown or directly by the board 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 to Crown Owned Assets	
Board Owned Buildings	10-75 Years
Furniture and Equipment	10-15 Years
Information and Communication Technology	4-5 Years
Motor Vehicles	5 Years
Textbooks	3 Years
Library Resources	12.5% Diminishing Value
Leased assets held under a Finance Lease	Term of Lease

k) 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 and research expenditure are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

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

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

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

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the School estimates the asset's recoverable service amount. 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.

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information. The valuation is based on a comparison to recent market transactions.

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. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

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 entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned, by non teaching staff, to but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows. Remeasurements are recognised in surplus or deficit in the period in which they arise.

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 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 Comprehensive Revenue and Expense.

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

q) Funds held for Capital works

The school directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose as such these transactions are not recorded in the Statement of Comprehensive 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. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Comprehensive Revenue and Expense. In instances where the school is determined to be the principal for providing the service related to the Shared Funds (such as the RTLB programme), all income and expenditure related to the provision of the service is recorded in the Statement of Comprehensive 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 is a reasonable estimate, based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

The schools carries out painting maintenance of the whole school over a 7 to 10 year period, the economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.



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 initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

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. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

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.

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	302,583	240,888	261,619
Teachers' Salaries Grants	706,449	-	718,734
Use of Land and Buildings Grants	193,061	-	109,942
	<u>1,202,093</u>	<u>240,888</u>	<u>1,090,295</u>

The school has opted in to the donations scheme for this year. Total amount received was \$16,565.

3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue			
Donations & Bequests	37,537	32,400	11,672
Fees for Extra Curricular Activities	31,094	12,010	8,385
Trading	1,566	1,560	2,502
Fundraising & Community Grants	29,072	18,800	34,594
	<u>99,269</u>	<u>64,770</u>	<u>57,153</u>
Expenses			
Extra Curricular Activities Costs	34,336	23,400	21,359
Trading	2,268	1,150	509
Fundraising & Community Grant Costs	595	-	589
	<u>37,199</u>	<u>24,550</u>	<u>22,457</u>
<i>Surplus for the year Locally raised funds</i>	<u>62,070</u>	<u>40,220</u>	<u>34,696</u>

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	37,990	38,275	22,929
Library Resources	735	1,300	1,227
Employee Benefits - Salaries	750,461	60,752	766,180
Staff Development	6,245	2,500	9,785
Depreciation	51,002	51,002	38,990
	<u>846,433</u>	<u>153,829</u>	<u>839,111</u>



5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	1,000	5,868	3,518
Board Fees	2,985	3,900	3,360
Board Expenses	3,314	3,389	4,028
Communication	3,331	3,670	1,969
Consumables	6,393	7,150	8,202
Operating Lease	3,415	1,550	-
Other	19,125	16,078	8,996
Employee Benefits - Salaries	66,968	50,300	54,167
Insurance	5,660	6,500	6,404
Service Providers, Contractors and Consultancy	4,568	9,500	6,531
	116,759	107,905	97,175

6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	2,511	21,891	2,720
Cyclical Maintenance Provision	(11,302)	6,286	23,908
Grounds	13,378	10,316	8,786
Heat, Light and Water	7,960	10,938	10,281
Repairs and Maintenance	11,946	5,471	11,265
Use of Land and Buildings	193,061	-	109,942
Security	2,813	460	2,308
Employee Benefits - Salaries	857	3,900	17,634
Consultancy And Contract Services	18,065	-	18,007
	239,289	59,262	204,851

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

7. Other Expenses

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Loss on Uncollectable Accounts Receivable	-	-	22,076
	-	-	22,076



8. Cash and Cash Equivalents

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Bank Accounts	159,209	155,246	91,014
Cash and cash equivalents for Statement of Cash Flows	159,209	155,246	91,014

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

Of the \$159,209 Cash and Cash Equivalents \$80 is held by the School on behalf of the Ministry of Education. These funds have been provided for the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2024 on Crown owned school buildings.

9. Accounts Receivable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Receivables	1,972	327	1,648
Interest Receivable	-	-	155
Teacher Salaries Grant Receivable	60,475	50,017	53,341
	62,447	50,344	55,144
Receivables from Exchange Transactions	1,973	327	1,803
Receivables from Non-Exchange Transactions	60,475	50,017	53,341
	62,448	50,344	55,144

10. Inventories

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Stationery	444	-	328
Uniforms	2,459	1,943	2,575
	2,903	1,943	2,903

11. Investments

The School's investment activities are classified as follows:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Asset Short-term Bank Deposits	53,768	11,500	53,448
Total Investments	53,768	11,500	53,448



12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Building Improvements	40,881	-	-	-	(2,349)	38,532
Furniture and Equipment	89,448	16,121	-	-	(14,564)	91,005
Information and Communication Technology	23,698	21,754	-	-	(13,345)	32,107
Motor Vehicles	23,777	-	-	-	(8,646)	15,131
Leased Assets	15,870	-	-	-	(5,760)	10,110
Library Resources	32,048	-	-	-	(6,338)	25,710
Balance at 31 December 2022	225,722	37,875	-	-	(51,002)	212,595

The net carrying value of equipment held under a finance lease is \$10,110 (2021: \$15,870)

Restrictions

There are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2022	2022	2022	2021	2021	2021
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	90,317	(51,785)	38,532	90,317	(49,436)	40,881
Furniture and Equipment	211,789	(120,784)	91,005	195,668	(106,220)	89,448
Information and Communication Technology	142,520	(110,413)	32,107	120,766	(97,068)	23,698
Motor Vehicles	43,232	(28,101)	15,131	43,232	(19,455)	23,777
Leased Assets	23,561	(13,451)	10,110	23,561	(7,691)	15,870
Library Resources	32,354	(6,644)	25,710	32,354	(306)	32,048
Balance at 31 December	543,773	(331,178)	212,595	505,898	(280,176)	225,722

13. Accounts Payable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Creditors	20,724	29,113	14,972
Accruals	7,857	12,979	7,857
Banking Staffing Overuse	-	13,513	-
Employee Entitlements - Salaries	60,475	50,017	57,722
Employee Entitlements - Leave Accrual	929	-	-
	<u>89,985</u>	<u>105,622</u>	<u>80,551</u>
Payables for Exchange Transactions	89,985	105,622	80,551
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>89,985</u>	<u>105,622</u>	<u>80,551</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue in Advance	-	1,276	-
	<u>-</u>	<u>1,276</u>	<u>-</u>

15. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	62,086	(1,512)	38,178
Increase to the Provision During the Year	6,286	6,286	23,908
Other Adjustments	(17,588)	-	-
Provision at the End of the Year	<u>50,784</u>	<u>4,774</u>	<u>62,086</u>
Cyclical Maintenance - Current	35,721	-	24,429
Cyclical Maintenance - Non current	15,063	4,774	37,657
	<u>50,784</u>	<u>4,774</u>	<u>62,086</u>

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2023. This plan is based on the schools 10 Year Property plan / painting quotes.

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:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	6,144	4,991	7,208
Later than One Year and no Later than Five Years	7,908	10,538	10,000
Future Finance Charges	(296)	-	-
	13,756	15,529	17,208

Represented by

Finance lease liability - Current	6,097	4,991	7,208
Finance lease liability - Non current	7,659	10,538	10,000
	13,756	15,529	17,208

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. The amount of cash held on behalf of the Ministry for capital works projects is included under cash and cash equivalents in note 8.

	2022	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
New Toilet Block (A)		224203	-	2,476	(5,243)	-	(2,767)
Weathertightness Remediation		228668	(861)	2,500	(2,500)	-	(861)
Roof Project		228377	80	-	-	-	80
Totals			(781)	4,976	(7,743)	-	(3,548)

Represented by:

Funds Held on Behalf of the Ministry of Education	80
Funds Receivable from the Ministry of Education	(3,628)

	2021	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Weathertightness Remediation		228668	-	15,119	(15,980)	-	(861)
Roof Project		228377	-	12,660	(12,580)	-	80
Totals			-	27,779	(28,560)	-	(781)

Represented by:

Funds Held on Behalf of the Ministry of Education	80
Funds Receivable from the Ministry of Education	(861)



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 conditions 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 Board members, Principal, Deputy Principals and Heads of Departments.

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	2,985	3,360
<i>Leadership Team</i>		
Remuneration	243,404	237,767
Full-time equivalent members	2.00	2.00
Total key management personnel remuneration	246,389	241,127

There are 6 members of the Board excluding the Principal. The Board had held 11 full meetings of the Board in the year. The Board also has Finance (2 members) and Property (1 members) that met 1 and 2 times respectively. 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 1

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130 - 140	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	2022 FTE Number	2021 FTE Number
100 - 110	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 board members, committee members, 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:

	2022 Actual	2021 Actual
Total	-	-
Number of People	-	-

21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2022 (Contingent liabilities and assets at 31 December 2021: 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 2022 a contingent liability for the school may exist.

22. Commitments

(a) Capital Commitments

As at 31 December 2022 the Board has entered into the following contract agreements for capital works:

\$3126.82 contract for the 224203 SIP: A: New toilet block as agent for the Ministry of Education. This project is fully funded by the Ministry and \$2,476 has been received of which \$5,243 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$30,860 contract for the 228668 F: Weathertightness remediation as agent for the Ministry of Education. This project is fully funded by the Ministry and \$2,500 has been received of which \$17,675 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments as at 31 December 2021: Nil)

(b) Operating Commitments

There are no operating commitments as at 31 December 2022 (Operating commitments at 31 December 2021: nil).



23. Financial Instruments

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

Financial assets measured at amortised cost

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	159,209	155,246	91,014
Receivables	62,447	50,344	55,144
Investments - Term Deposits	53,768	11,500	53,448
Total Financial assets measured at amortised cost	275,424	217,090	199,606

Financial liabilities measured at amortised cost

Payables	89,985	105,622	80,551
Finance Leases	13,756	15,529	17,208
Total Financial Liabilities Measured at Amortised Cost	103,741	121,151	97,759

24. Events After Balance Date

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

25. Comparatives

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

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF TATUANUI SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

The Auditor-General is the auditor of Tatuani School (the School). The Auditor-General has appointed me, Paul Walker, using the staff and resources of Crowe New Zealand Audit Partnership, 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 2022, 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 2022; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 7 February 2024. 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 for our opinion

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

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

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

Responsibilities of the Board 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 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 school 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 is responsible for the other information. The other information comprises the information included in the Members of the Board Listing, Kiwisport / Statement of Compliance with Employment Policy and Analysis of Variance, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



Paul Walker
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Hastings, New Zealand

Tatuanui School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Johan Van Ras	Presiding Member	Elected	Oct 2022
Alton Valler	Presiding Member	Elected	Oct 2022
Amy Attwood	Presiding Member	Elected	Jul 2025
Denise Jones	Principal	ex Officio	
Robyn Hampton	Staff Representative	Elected	Oct 2022
Rob Haddock	Staff Representative	Elected	Jul 2025
Alton Valler	Other	Elected	Oct 2022
Beverley David	Other	Elected	Oct 2022
Amy Attwood	Other	Elected	Oct 2022
Debby Davey	Other	Elected	Jul 2025
Justin Oliver Booth	Other	Elected	Jul 2025
Brad Pickett	Other	Elected	Jul 2025

Tatuanui School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022, the school received total Kiwisport funding of \$0 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2022 the Tatuanui School Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.



School Name:	Tatuanui	School Number: 1983	19
---------------------	----------	----------------------------	----

Strategic Aim:	<p>Goal 1: PRACTICE</p> <p>Grow Teachers 'how and what' and Student 'voice and choice' (teacher pedagogy & student agency)</p>											
Annual Aim:	<p>Initiative 1a: Inquiry to focus strategy teaching & reflective practice</p> <p>Initiative 1b: Develop empowered learners through authentic contexts & dispositions for learning</p> <p>Initiative 1c: For all learners, develop & embed systems & processes for mentoring, tracking, goal setting, progress & achievement</p>											
Target:	<p>Achievement Targets:</p> <p>Writing:</p> <ol style="list-style-type: none"> Our target is to move 86% of the students up one year level. Our target is to have 70% boys achieving At/Above expectation by the end of the year. <p>Reading:</p> <ol style="list-style-type: none"> Our target is to move 86% of the students up one year level. <p>Mathematics:-</p> <ol style="list-style-type: none"> Our target is to move 86% of the students up one year level <p>Non curriculum Target:</p> <ul style="list-style-type: none"> Disposition of Learning -to increase the number of students able to demonstrate skills and strategies to overcome challenges 											
Baseline Data:	<p>Writing:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">2022 start of year data was 58% At/Above.</td> <td style="width: 33%;">Mid Year: 60%</td> <td style="width: 33%;">End of year data: 78% of all students were At/Above.</td> </tr> <tr> <td>2021 start of year data was 64% At/Above.</td> <td></td> <td>End of year data: 78% of all students were At/Above.</td> </tr> </table> <p>Boys Writing:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">2022 start of year data was 39% At/Above.</td> <td style="width: 33%;">Mid Year: 43%</td> <td style="width: 33%;">End of year data: 56% of all students were At/Above.</td> </tr> </table> <p>Reading:</p> <p>2022 end of year data: 82% of all students were At/Above expectation. 2021 end of year data: 82% of all students were At/Above expectation. 2020 end of year data: 74% of all students were At/Above expectation.</p>			2022 start of year data was 58% At/Above.	Mid Year: 60%	End of year data: 78% of all students were At/Above.	2021 start of year data was 64% At/Above.		End of year data: 78% of all students were At/Above.	2022 start of year data was 39% At/Above.	Mid Year: 43%	End of year data: 56% of all students were At/Above.
2022 start of year data was 58% At/Above.	Mid Year: 60%	End of year data: 78% of all students were At/Above.										
2021 start of year data was 64% At/Above.		End of year data: 78% of all students were At/Above.										
2022 start of year data was 39% At/Above.	Mid Year: 43%	End of year data: 56% of all students were At/Above.										

Mathematics:

2022 end of year data: 73% of all students were At/Above expectation.

2021 end of year data: 84% of all students were At/Above expectation.

2020 end of year data: 77% of all students were achieving At/Above expectation.

Non Curriculum : At the beginning of the year a few (up to 30%) of our students were unable to demonstrate skills and strategies to overcome challenges. At the end of the year almost all (90% or above) were able to demonstrate skills and strategies to overcome challenges.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
Goal 1a. Inquiry to focus strategy teaching & reflective practice			
<p>Achievement targets were co constructed by all staff and were regularly monitored and tracked.</p> <p>Support programmes were targeted to give extra support when and where identified.</p> <p>The register was maintained by the SENCO and updated with data at the end of each term. This was used to inform ongoing support programmes and liaison with support agencies for students at risk of not achieving.</p> <p>SENCO/Leadership team liaised on progress and achievement of students throughout the year</p> <p>All staff were very aware of the targets set for the year Teachers were required to undertake an inquiry focused on writing</p>	<p>Achievement Targets:</p> <p>Writing:</p> <ul style="list-style-type: none"> 1. We have moved almost all of our students up one year level. 93%. We achieved our target. <p>Writing Inquiry undertaken by all teachers has had a positive impact on the progress of learners.</p> <ul style="list-style-type: none"> 2. We have 56% of our boys achieving At/Above expectation. (Target of 70% was not achieved) <p>Reading:</p> <ul style="list-style-type: none"> 1. We have moved most of our students up one year level. 82%. We achieved our target. <p>Mathematics: 1. We have moved most of our students up one year level. 86%. We achieved our target</p> <ul style="list-style-type: none"> New boys into the school in June were well below expectation and at risk. These boys also had identified needs. 	<p>Teachers “drilled down deeper “ into writing samples to establish DAT’s (deliberate Acts of Teaching)</p> <p>Focused Inquiry with regular professional conversations with WSL coach ensured reflective practice around the key question - <i>what do I need to do differently to improve the learning outcome for my students?</i> SENCo monitoring specifically not achieving/progressing and ensuring extra targeted support was organised 5 weekly. Teachers ‘knew’ their students, and had an understanding of where to next.</p> <p>Teachers research into the science of writing and experts knowledge (Helen Walls & Sheena Cameron)</p> <p>Teachers had focused conversations with colleagues with open ended questions that encouraged self reflection for possible next steps learning and teaching.</p> <p>Handwriting has been a focus again this year. Models around the room and teachers deliberately teaching.</p> <p>Overall, statistics were impacted by COVID, disengagement from school, sickness and</p>	<p>Targets 2023:</p> <ol style="list-style-type: none"> To move 86% of the students up one year level in Reading, Writing and Mathematics To have the majority (50-74%) of Boys At/Above in writing. <ul style="list-style-type: none"> embed an inner desire to learn - develop a growth mindset. Ensure teachers scaffold the learning (skills and strategies) continue inquiry coaching by leaders on reflective practice, strategy teaching to improve student learning outcomes Provide more opportunities for students and teachers to moderate work throughout the school

<p>Inquiry: Key question: <i>what do I need to do differently to improve the learning outcome for my students?</i></p> <p>.*Our facilitator was an internationally qualified coach who coached our DP to facilitate conversations with teachers to develop their inquiries. Funded through CoL hours for an external facilitator.</p> <p>*Teachers were released to have conversations with the DP (coach) who was a WSL through the CoL</p> <p>*Sharing of student work samples to focus the teacher on where the child is at / where to next in relation to teaching practice next goal was undertaken regularly</p>	<ul style="list-style-type: none"> ● Better start programme was used in the New Entrant/Year 1 classroom. ● Inquiries changed to be a reflective tool - a working document that teachers used for teaching & learning in all curriculum areas ● teachers became more focused on strategy teaching, their DAT's & goals / next steps. ● They taught one thing in depth and taught hard, one goal at a time and ensured it was embedded. ● Teachers became motivated to 'find out more' and engaged in professional conversations ● We had teachers researching, sharing, modelling etc enthusiasm and new learning was evident. 	<p>particularly for our rural boys a disinterest and disengagement in writing. Most of the students below/well below are across all curriculum areas. Through coaching of reflective practice teachers were prepared to be open to new learning/risk takers and be prepared to challenge their own assumptions of teaching and learning.</p> <ul style="list-style-type: none"> ● children could see when they were making progress and this was regularly celebrated. 	<ul style="list-style-type: none"> ● Student Agency: facilitate conversations with students so they self reflect on how they are going - when they have achieved, celebrate their successes and identify next step learning. ● Teachers remain curious and use inquiry to make positive changes to teacher practice for improvement in student learning ● Teachers will still require facilitation/coaching to drill down into their own practice to sustain the rigor of their inquiry
---	--	---	--

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
1b. Empowered Learners: We initiated visual thinking and created a graduate profile for students which is in our SMS			
<p>**Vision and Values - This is the umbrella of all of our teaching and learning & Tātuanui Curriculum.</p>	<ul style="list-style-type: none"> • The senior hub took the profiles and made them into 'child speak' to have them visually represented. • Teachers use these profiles when a teachable moment arises or is demonstrated to link to the profiles and conversations about where they are on the continuum • Conversations were focused on resilience 	<ul style="list-style-type: none"> • Doing this made the graduate profiles 'user friendly' for students • Working collaboratively with students made understanding more explicit because both the teacher and the student had a shared understanding for meaningful dialogue. • Our Vision and Values are the most important thing underpinning our teaching and learning. • Teachers integrate these into their practice habitually and use the teachable moment for any opportunity to reinforce them. • The school choses annually, one of our vision strategies to <i>explicitly</i> teach (2022 was Resilience) while integrating the other 4 strategies. • Students set their own goals as the context was authentic learning for them each individually and collectively. Meaningful conversations were heard between students and teachers reinforcing and strengthening opportunities for empowerment of learners 	<ul style="list-style-type: none"> • Embed the profiles. Use to help solve problems • Vision & Values - school wide SMS info and continue to embed the ethos of our students being empowered 21st century learners - <i>'this is the way we do things around here'</i> • Teachers integrate Vision/Values/Graduate profile into their practice habitually and use the teachable moment for any opportunity to reinforce them school wide - an expectation. . • The refreshed curriculum • NZ Aotearoa NZ History Curriculum implemented
<p>School leaders empowerment All teachers undertook professional development, professional reading and CoL workshops internal/external facilitators to focus on Aotearoa NZ History and Curriculum Refresh</p>	<ul style="list-style-type: none"> • Lead teachers were given opportunities to lead school wide. • Lead Teachers attended the CoL subcommittees on building this resource • Lead teacher set up an amazing resource hyperlinking resources from external sources (MOE) in our google drive. She continues to share this resource to guide teachers. • Principal led initial introduction to the school curriculum refresh 	<ul style="list-style-type: none"> • to assist teachers with a clear pathway school wide to develop learning around NZ Aotearoa History. • To build teacher capability and confidence. • The school was trying to keep abreast of curriculum developments initiated by the MOE. 	<ul style="list-style-type: none"> • Continue to grow understanding and new learning especially within our local context • Aotearoa NZ Histories & Curriculum refresh - focus for PLD 2023.

<p>Opportunities to develop and empowered learners through authentic contexts- Production/ Assemblies, te Reo, Maori perspective, EnviroSchools, House of Science (HoS)</p>	<ul style="list-style-type: none"> • The production/assemblies were an invaluable tool for students to grow as empowered learners - opportunity to develop confidence, competence, self motivation, problem solving, resilience, communicating, co-operating. • The Board saw the value and sponsored the HoS for our school. HoS was timetabled in for explicit teaching. • The school has a school karakia which is used daily. Students use their pepeha, waiata, kapahaka at school events • Continued our we caRe time where students are responsible for their environment TFS programme 	<ul style="list-style-type: none"> • We showcased our school. The teachers wrote the production about Tātuanui School being an enviroschool and linked school Vision/Values/enviroschools into it. It was to celebrate and educate our community about what we do and who we are. • The resource is fantastic. Fully equipped for specific science teaching. Practical tool for all science strands. • It is a school expectation that the karakia is used daily in all classrooms. • These have been explicitly taught to be used in authentic contexts. • Whanau grouping used to mix student ages/stages across the school. Groups rotated through duties with explicit teaching e.g. wormery, compost, native bush, companion planting gardens, school grounds pride and maintenance 	<ul style="list-style-type: none"> • Production is tri annually so opportunities for students to perform/celebrate and educate must be found. e.g. Grandparents day, assemblies. • Continue to sponsor the House of Science Programme • Staff to have an annual overview of areas to be covered in Science for explicit teaching • HOS timetable in fortnightly blocks • The senior hub will continue to explicitly teach aspect of kapahaka (poi) • Integration of things maori occur regularly throughout all areas of the school • This will continue throughout 2023
<p>Not Achieving/At Risk of not achieving/not students identified as target children and monitored termly by SENCO</p>	<ul style="list-style-type: none"> • School wide data is collected at the beginning of the year and these students are identified. Teacher aide support was put in place where/if applicable • Monitoring was regularly undertaken and progress reported to the Board of Trustees 	<ul style="list-style-type: none"> • This occurred to inform teacher practices within the classroom as part of their inquiry. • It also identified 'where to next' in relation to identified student needs and drove the framework for Teacher aide support programmes. • Final data provided evidence of progress made for these At Risk students 	<ul style="list-style-type: none"> • The system we have is effective and needs to continue.
<p>MOE identified ESOL students had a support programme in place to enable them to access the curriculum.</p>	<ul style="list-style-type: none"> • Esol programmes were undertaken on a regular basis for students identified as ESOL 	<ul style="list-style-type: none"> • support was given to enable the students to access the curriculum and have confidence in the use and understanding of English. 	<ul style="list-style-type: none"> • A system must be established to ensure our ESOL students are identified and entered on the ESOL register.
<p>We undertook student led conferences</p>	<ul style="list-style-type: none"> • This occurs Term 3 of every year 	<ul style="list-style-type: none"> • Powerful way for students to 'be empowered' in talking about their learning journey and where to next. Ownership. 	<ul style="list-style-type: none"> • This must continue to happen in 2023.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
Goal 1c. Develop and embed systems & Processes for monitoring/tracking/goal setting/progress and achievement			
<ul style="list-style-type: none"> Goals were re written into child speak framing and published on the sms system' 	<ul style="list-style-type: none"> We completed the Graduate Profile Goals for bronze, silver, gold and Platinum. All reading, writing & maths goals were completed in child speak in our sms. Teachers were expected to assess profiles, values & literacy/numeracy curriculum 	<ul style="list-style-type: none"> We needed a school wide system for consistency of a student profile from Yr 1 - 6 and as a target for when the student leaves the school Reading,writing goals were too cumbersome and so were refined Step 2 to opening the portal for students to 'own' their progress/achievement and be part of the decision making to next step 	<ul style="list-style-type: none"> It appears this is labour intensive for teachers and we are reflecting on the value of the work - 2023 needs to review where we are at and how this might be more manageable/useful for students and teachers going forward. Perhaps the end of T2/T4. Teachers need external PLD for this - Lead Teacher and management to undertake this.
<ul style="list-style-type: none"> Not Achieving/At Risk of not achieving/not students identified as target children and monitored termly by SENCO 	<ul style="list-style-type: none"> School wide data is collected at the beginning of the year and these students are identified. Teacher aide support was put in place where/if applicable Monitoring was regularly undertaken and progress reported to the Board of Trustees 	<ul style="list-style-type: none"> This occurred to inform teacher practices within the classroom as part of their inquiry. It also identified 'where to next' in relation to identified student needs and drove the framework for Teacher aide support programmes. Final data provided evidence of progress made for these At Risk students Senco liaised with TA's to provide specific targeted support for targeted children 	<ul style="list-style-type: none"> The system we have is effective and needs to continue. A more effective system needs to be developed to ensure the tools/resources are provided by the teachers to ensure the teacher aides are confident and competent to undertake programmes for targeted student needs. tools/framework to track progress/achievement of these identified students need to be developed by the teachers evidence of small pockets of progress is necessary to show improvement
Graduate Profile	We completed the Graduate Profile Goals for bronze, silver, gold and Platinum in the SMS.	School wide consistency of development recorded across the school A lot of professional conversations about this at different levels and across the school.	There is an expectation that these be completed in the SMS twice yearly - end of Term 2 and Term 4.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>NON CURRICULUM TARGET: RESILIENCE</p> <p>Identified that there was a need to specifically teach the students to be Resilient.</p> <p>We wanted to increase the number of students able to demonstrate skills and strategies to;</p> <ul style="list-style-type: none"> ● overcome challenges and bounce back ● don't give up - give it a go ● recognise, accept mistakes and learn from them <p>Made every opportunity to show that facing fears and challenges i.e. Growth Mindset, is an important skill in life - the curriculum became the tool/context for learning</p> <p>Vision and Values continually reinforced - visual- up on walls, teachable moments to talk about linking to experiences, acknowledging attempts and successes</p>	<p>Classes adopted the Resilient HERO progressions for the Graduate profile' They developed a rubric for student self assessment to be used throughout the school.</p> <p>The rubric had 3 overarching strategies. These strategies were sequentially developed in child speak to increase in sophistication to work toward achieving a Bronze, Silver, Gold and/or Platinum award.</p> <p>Through teaching programmes and teachable moments children were 'taught' specific behaviours (choose your response, set goals, build self confidence, learn from mistakes / failures, give it a go, take risks) they needed to have resilience.</p> <p>Many children were heard to say - 'I'm resilient because I...'</p> <p>This resilient language was used by everyone both inside and outside the classroom environment.</p> <p>The 2022 school production was written deliberately around the Vison/Values. This was the best opportunity for students to have an authentic challenge in which to demonstrate resilience</p> <p>Teachers are assessing the Values each term. There were many celebrations & acknowledgements throughout the year at all levels of the school of children meeting challenges and rising above them e.g. the child who had never stayed away from home and went to camp</p> <p>A few children are struggling to develop resiliency</p>	<p>COVID provided many opportunities for students to be proactive in their resiliency between home and school. Teachers/parents noted that students were more resilient and independent. This was particularly evident in the Junior classes.</p> <p>Teachers continually reinforced and made connections for/with students so they built up to intrinsically feel that ' this is they way we do things around here - the Tatuanui Child' and 'I've got this'</p> <p>Modelling by teachers and students - Student leaders</p> <p>Many parents fed back to the school that their children were proud of showing resilience and talking about it at home</p> <p>We still have a few children who, if they cried, parents would withdraw them from the school for the day/activity or give in and allow the student not to attend if they didn't want to..</p>	<p>Continue to build on the foundations established last year- there are no excuses, your efforts rise above your excuses</p> <p>Integrate the criteria for what a Growth Mindset looks like in both the Junior and the Senior Hubs.</p> <p>Encourage parents to give students outside school opportunities for developing Resilience, Self motivation, Communicating, Collaborating and Problem Solving- e.g. being able to stay away from home so they will feel confident to attend school camps.</p> <p>We believe that the next step will be to foster Self Motivation in students (2023) this will help them further develop resilience especially for those who struggle with being resilient for some learning opportunities / authentic contexts.</p> <p>Clever questioning by teachers e.g. how can I help, what are you thinking, what can you do? will empower the student to self reflect, act and become agentic learners with positive dispositions for learning.</p>

Planning for next year:

- Academic target to focus on moving all children up a year level with a focus on writing for boys. Non curriculum target - Self Motivation
- Continue to develop empowered learners - teachers pedagogy in Cultural responsiveness, and curriculum - Te Ao Maori, Literacy, Numeracy, Aotearoa NZ History, student agency and the Curriculum Refresh
- Continue to develop teacher Inquiry as a useful tool for learning, teaching, reflective practice and as part of the Appraisal process (Professional Growth Cycle)
- Utilise the SMS system and develop Assessment for Learning using the data inputted from teachers for - monitoring, planning, grouping, progress and achievement
- Open the student portal for students to be able to access their goals for self reflection, progress and celebrating successes through the SMS system
- Continue to embed an inner desire to learn - Growth Mindset
- Continue to 'talk the talk' and 'walk the talk' of the school's Vision and Values
- Continue to develop the Tātuanui School curriculum through the work in the Curriculum Refresh and the Aotearoa NZ History
- The Board continue to sponsor the HoS programme to facilitate pure science curriculum teaching
- Establish the system for keeping up to date with ESOL registration of new students
- Develop an effective system to ensure the tools/resources are provided by the teachers to ensure the teacher aides are confident and competent to undertake programmes for targeted student needs.
- Continue to monitor and foster engagement and attendance of all students - MOE Strategy
- Have plans/organisation available should COVID interfere with normal school teaching & learning

Analysis of Variance Reporting



School Name:	Tatuanui	School Number:	1983
Strategic Aim:	<p>Goal 2: PEOPLE</p> <p>Strengthen the Collaborative Learning Culture</p>		
Annual Aim:	<p>Initiative 2a: Deepen understanding of collaboration and implement processes, practices and systems that facilitate meaningful collaboration</p> <p>NELP:Obj 1 Learners at the Centre Obj 3: Quality teaching and leadership Obj 4: Future of Learning and work</p> <p>Initiative 2b: Further develop and strengthen positive relationships with the wider community</p>		
Target:	<ul style="list-style-type: none"> • Have a shared understanding of Collaborative practices. Set up and implement teams of teachers who will co-construct a collaborative agreement for working (Learning & Teaching) • Develop relationships so the PTA/Board/Staff 'are on the same page' and align to the vision of the strategic plan • Work collaboratively with outside agencies e.g. ECE, CoL, Cluster schools, businesses, Specialists - RTLB, RTLIT, MOE • Education sustainability programmes are implemented • The school and school events are celebrated with the wider community 		
Baseline Data:	<ul style="list-style-type: none"> • Teachers were in a single cell with only the NE teachers working collaboratively. • The wellbeing of staff was concerning considering the year before that we had had • There is a staff rep on the PTA, the Board chair attends PTA meetings. There is no collaborative communication between the groups for a common agreed goal • Staff were committed to attending CoL professional development and learning groups • Need to appoint a SENCo • Programmes are linked to enviro school (Green Gold), Trees for Survival (TFS), Zero Waste, Riparian planting • Parents have not been able to enter the school grounds. There have been no assemblies, etc. Non attendance has been an issue for a few families. 		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Have a shared understanding of Collaborative practices. Set up and implement teams of teachers who will co-construct a collaborative agreement for working (Learning & Teaching)</p>	<p>External facilitator came in on Teacher Only Day prior to school starting and worked with staff on what collaboration looks like. Senior Hub was established (Yrs 4-6), Junior hub established (Yr0-2).</p> <p>External facilitator came in on Teacher Only Day prior to school starting and worked with staff on what collaboration looks like. Senior Hub was established (Yrs 3-6), Junior hub established (Yr0-3).</p> <p>Successful implementation for the Seniors but it did not function fully for the Juniors</p>	<p>An external facilitator worked effectively to empower the teachers to work collaboratively and 'own' the shared understanding of collaborative practice and from this they collectively created a Senior Hub manifesto.</p> <p>The teachers were able to model and co-constructed a treaty throughout the 3 classrooms in the Senior Hb.</p> <p>The Juniors had a team teaching situation already established and working effectively in New Entrant/Year 1. The location of the third class (Yr2/3) was not situated in a naturally inclusive environment. The teacher also preferred to work in a single cell classroom although did work sometimes collaboratively with the Junior teachers. It was subject specific.</p>	<p>Establish a middle hub (Yr2-3). Utilise our external facilitator to work with the middle hub to develop collaborative practice to utilise and strengthen teacher practice.</p> <p>Set up regular meetings within hubs.</p> <p>Deepen the collaborative work of the Senior Hub (Yr4-6).</p>
<p>Develop relationships so the PTA/Board/Staff 'are on the same page' and align to the vision of the strategic plan</p>	<p>Board Rep attends PTA meetings</p> <p>The PTA have only established a treasure position. Staff rep prepared the agenda for the meetings, took minutes, and guided the meeting. The Deputy Principal attends to support the staff rep.</p> <p>The PTA fundraised activities for the school and purchased some equipment requested by teachers</p>	<p>Last year the parents started back meeting on site. As a result of COVID active positions (chairperson, secretary) had waned and we did not have parents willing to take on these positions of responsibility on the PTA. Meetings are not formally run but parents are enjoying meeting together and have continued with fundraising organisation.</p>	<p>Appoint a Board Rep who is familiar with the function of a PTA and can support/guide the process in working with the Principal/Board in alignment with the strategic plan.</p> <p>Have an AGM. Elect a committee.</p> <p>Ensure an understanding of the Strategic Plan, the PTA constitution and the roles/responsibilities of the Board/Principal/PTA.</p>
<p>Work collaboratively with outside agencies e.g. ECE, CoL, Cluster schools, businesses, Specialists - RTLB, RTLIT, MOE</p>	<p>Teachers liaised with transition between ECE's and the Intermediate.</p> <p>CoL workshop meetings became frustrating. Relationships have been maintained between business and the school. Professional services have been utilised by the school throughout the year as the need has arisen.</p>	<p>Established connections are positive. CoL workshops were poorly attended by some schools. The overall commitment and staff morale was challenging - low but still positive.</p> <p>Communication was regular with partners/stakeholders.</p>	<p>Continue to maintain/strengthen the relationship between agencies and the school.</p>

<p>Education sustainability programmes are implemented</p>	<p>Established a connection with our local farmers regarding Riparian Planting. The two senior classrooms were involved in a plant out day. Trees For Survival continued with pricking out and growing on the trees to a high quality. Our Board Chair developed the concept of a school nursery to provide opportunity to maintain the ethos of a Green Gold enviroschool, give authentic learning opportunities around environmental sustainability, science and financial literacy. We got some sponsorship from a local business.</p>	<p>Develop relationships with our local farming community. We have a strong sense of connection with our environment and the students know we can effect change for a sustainable future. We can measure many changes from our actions, and show that we are making a difference. We are working toward our school vision - Environmental Sustainability is to be part of all our decisions and everything we do underpins our local curriculum. The business could see the value in the connection between school and the community.</p>	<p>Continue to develop relationships with our local community Continue the plan from nursery development, construct, liaise with business and get sponsorship Make connections with nursery people for sharing expertise / knowledge. Officially open and build the school nursery. Ensure students have ownership of the nursery and its success Ensure the nursery becomes sustainable and the bond with the local community develops.</p>
<p>The school and school events are celebrated with the wider community</p>	<p>The school production was pivotal to this. Student Led conferences were a successful opportunity to come back into the school. Camps, most school and inter school sports went ahead. The End of Year assembly was held.</p>	<p>COVID lifting of restrictions enabled many school activities to be reestablished, shared and celebrated.</p>	<p>The school and school events are celebrated with the wider community- is a strong ethos of the school and we want to continue to explore opportunities.</p>

Planning for next year:

Establish and deepen the collaborative work of hubs.

Ensure the PTA have an AGM to elect a committee, have an understanding of the Strategic Plan, the PTA constitution and the roles/responsibilities of the Board/Principal/PTA.

Develop the role of SENCo and strengthen support from external agencies.

Continue to maintain/strengthen relationships between the school and other schools/bus & local businesses and community.

Complete the plan of the nursery development, construction, learning, sponsorship and implementation - ensure the nursery becomes sustainable and the bond with all stakeholders develops.

Provide a variety of opportunities to showcase and celebrate the school with the wider community.



School Name:	Tatuanui	School Number:	1983
---------------------	----------	-----------------------	------

Strategic Aim:	<p>Goal 3: PLACE Enhance the physical environment to facilitate learning today for tomorrow NELP Obj 2 Barrier Free Access NELP Obj 4 Future of learning and work</p>		
Annual Aim:	<p>Initiative 3a: Upgrade and modernise our learning environment</p> <p>Initiative 3b: Develop the learning environment as an authentic learning context</p>		
Target:	<p>3a:</p> <ul style="list-style-type: none"> • Completion of Building A, Weather Tightness Project Building F <p>3b:</p> <ul style="list-style-type: none"> • Replace furniture and equipment to reflect learning centred spaces • Develop the outdoor environment - authentic learning context - Bike Trail, School Nursery, Bush, Front Gardens • Develop the playground environment - authentic learning context Sandpit/Adventure Playground 		
Baseline Data:	<p>3a:</p> <ul style="list-style-type: none"> • Paperwork not signed off with the Ministry for the above project. This has been an ongoing process since 2014. • Regular safety checks on existing playground are undertaken by the Board • classroom equipment and furniture did not reflect a changing learning/teaching environment <p>3b:</p> <ul style="list-style-type: none"> • Some classroom furniture is 'old school' - individual desks/ chairs • School bike trail is started but needs to be completed, nowhere to store bikes, No bikes, helmets, Musical Wall • School bush doesn't have a lot of wildlife in it, and needs the trees to attract native birds. • School Nursery - planning has started - we have Board approval and interest from local businesses • 'Freshen up' existing playground resources and develop new areas for authentic/creative play 		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
3a. Completion of Building A, Weather Tightness Project Building F	<p>Building A demolished and rebuilt but not signed off Excellent learning & teaching environment being utilised by classes</p> <p>Building F has gone 'in house' with the MOE and is a project overseen by a Ministry representative. It has been assessed and awaiting financial approval</p>	<p>Not signed off because of issues around painting, drinking fountain and other minor works required There were a number of schools trying to deal with the weather tightness issue and the MOE decided to streamline the process for schools</p>	<p>Completion and sign off of Building A. Drinking fountain needs remediation</p> <p>The MOE will approve funding and the building is rectified of this issue with minimal disruption to classes.</p>
3b. Replace furniture and equipment to reflect learning centred spaces	<p>As classes settled into their new environment they were able to identify new furniture/equipment required to meet the needs of learners</p> <p>We engaged a graphic designer to help us. We designed Visual props/class signs and had them constructed/put up to reflect the vision of the school and names of the classes.</p>	<p>Time had been taken to identify requirements</p> <p>The school had no identifying visual features representing the school. All stakeholders were involved in the design and decision of signage</p>	<p>Continue to upgrade furniture as needs are identified</p> <p>Continue the work of visual images in and around the school to reflect our learning environment & explain our Vision & Values</p>
3b. Develop the outdoor environment - authentic learning context - Bike Trail, School Nursery, Bush, front gardens	<p>The bike track was mocked up and marked out on the school grounds. A NZ BMX champion came and worked with the students on the formation requirements of the track. The track has been started. Most of this work was undertaken by students. Sponsorship has been secured for the nursery. Plants have been sourced and a plan has been accepted by the board for construction of a nursery.</p> <p>The native bush - the students used this area for creative play and in doing so damaged the environment so it was closed for play (hut building).</p> <p>The students maintained the gardens as part of their 'we caRe' responsibilities.</p>	<p>It happened because of the passion and commitment of the students. They wanted the bike track and the teachers incorporated bike/track riding into learning programmes. We required the nursery to be constructed and started with minimal output by the school. We wanted the nursery as part of our learning programmes as an enviroschool and to maintain the level of a Green Gold status. The potential for decision making and action by the students empowers them as 21st Century Learners. The bush was closed so the plants had an opportunity to recover and the students/staff could reflect on what the purpose of having a native bush would be. This was to make our school aesthetically pleasing on entrance but also to plant/grow/harvest flowers & vegetables</p>	<p>The bike track needs completing. We require mass quantities of clay. Bikes, helmets and a bespoke container for storage & maintenance of the bikes needs to be purchased Build the nursery. Get irrigation sorted. Source specific plants, develop a planting and maintenance plan, liaise with sponsors & potential farmer market to work with them on riparian planting of their waterways. A plan to purchase appropriate plants to bring back the birds and build the canopy layers within the bush. Educate students around our natives as an authentic context for learning. Continue to develop the gardens.</p>

<p>Develop the playground environment - authentic learning context Sandpit/Adventure Playground, Courts (Astro Turf) Courts(Astro Turf)</p>	<p>A grant was applied for the school courts to be Astro Turfed. Ideas were gathered/shared with stakeholders around upgrading our outdoor play area, sandpit, music and sensory play. There was a lot of consultation and it was decided we wanted to make our play area inclusive and fit for purpose. There was no advancement on equipment</p>	<p>The grant was unsuccessful. The scope of what we wanted/needed to do was too big. There was no agreement on what the project would entail so did not get any equipment I.</p>	<p>Reapply for a grant with a PTA contribution to support the application Meet with a playground consultant to visit the school, meet with stakeholders and prepare a plan to take the school forward for the next 5 years.</p>
--	--	--	--

Planning for next year:

Reapply for a grant for the Astro Turf.
Have a playground consultant present options and costs for future development. Have the PTA make a commitment with fundraising for this aspect to support the annual /strategic plan.
Ensure the nursery is constructed, officially opened and functioning sustainably for the future. Use profits from the nursery to purchase native plants for the bush and buy gardening tools &/or playground equipment.
Bring in consultants to help the school develop an action plan for creating a learning environment that reflects our enviroschool ethos and local curriculum and to create a special bush to nurture habitats for birds and small creatures to live in.