

# SHERENDEN & DISTRICTS SCHOOL

## ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022



### School Directory

**Ministry Number:** 2672  
**Principal:** Haisley Robson  
**School Address:** 2129 Taihape Road, Sherenden  
**School Postal Address:** 2129 Taihape Road, R D 9, Hastings  
**School Phone:** 06 874 3738  
**School Email:** office@sherenden.school.nz

### Members of the Board

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Amanda Watson	Presiding Member	Elected	Sep 2025
Bridgette Karetai	Presiding Member	Elected	Jun 2022
Haisley Robson	Principal ex Officio		
Rebecca Klee	Member	Elected	Sep 2025
Michael Toulmin	Member	Elected	Sep 2025
Jodi Ash	Member	Re-elected	Sep 2025
Campbell Bremner	Member	Re-elected	Sep 2025
Tracy Perry	Member of Staff	Re-elected	Sep 2025
Donna Fountaine	Member	Elected May 2019	Jun 2022

**Accountant / Service Provider:** Eclipse Solutions 4 Schools Ltd

# SHERENDEN & DISTRICTS SCHOOL

Annual Report - For the year ended 31 December 2022

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Kiwisport

Personnel Policy Compliance

Analysis of Variance

# Sherenden & Districts 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.

Amanda Watson

Full Name of Presiding Member

Haisley Robson

Full Name of Principal



Signature of Presiding Member



Signature of Principal

29/5/23

Date:

29/05/23

Date:

# Sherenden & Districts School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Revenue</b>				
Government Grants	2	595,444	547,528	554,351
Locally Raised Funds	3	41,574	37,000	118,767
Interest Income		2,350	600	771
Other Revenue		480	480	460
<b>Total Revenue</b>		<b>639,848</b>	<b>585,608</b>	<b>674,349</b>
<b>Expenses</b>				
Locally Raised Funds	3	7,080	7,800	57,004
Learning Resources	4	429,199	403,732	430,896
Administration	5	75,543	75,081	69,771
Finance		1,289	1,244	816
Property	6	125,502	112,528	110,143
Loss on Disposal of Property, Plant and Equipment		19	-	-
		<b>638,632</b>	<b>600,385</b>	<b>668,630</b>
<b>Net Surplus / (Deficit) for the Year</b>		<b>1,216</b>	<b>(14,777)</b>	<b>5,719</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>1,216</b>	<b>(14,777)</b>	<b>5,719</b>

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

Examined for Audit  
Oldershaw & Co.

By ALASTAIR CROMIE

# Sherenden & Districts School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Equity at 1 January</b>		332,554	320,000	326,835
Total Comprehensive Revenue and Expense for the Year		1,216	(14,777)	5,719
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		8,856	-	-
<b>Equity at 31 December</b>		342,626	305,223	332,554
Accumulated Comprehensive Revenue and Expense Reserves		342,626	305,223	332,554
		-	-	-
<b>Equity at 31 December</b>		342,626	305,223	332,554

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.

Examined for Audit  
Oldershaw & Co.

By ALASTAIR CROMIE

# Sherenden & Districts School

## Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	130,498	122,000	225,313
Accounts Receivable	8	31,392	26,000	30,440
GST Receivable		13,146	3,954	6,085
Prepayments		8,174	6,000	5,927
Inventories	9	666	500	518
Investments	10	52,667	60,000	59,875
Funds Receivable for Capital Works Projects	17	21,595	-	12,314
		<u>258,138</u>	<u>218,454</u>	<u>340,472</u>
<b>Current Liabilities</b>				
Accounts Payable	12	40,326	49,000	61,881
Borrowings	13	1,768	1,768	1,768
Revenue Received in Advance	14	1,972	100	124
Provision for Cyclical Maintenance	15	2,005	-	13,022
Finance Lease Liability	16	8,074	8,000	7,767
Funds Held for Capital Works Projects	17	11,932	-	82,449
		<u>66,077</u>	<u>58,868</u>	<u>167,011</u>
<b>Working Capital Surplus/(Deficit)</b>		192,061	159,586	173,461
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	178,496	170,000	178,592
Work in Progress		-	-	4,274
		<u>178,496</u>	<u>170,000</u>	<u>182,866</u>
<b>Non-current Liabilities</b>				
Borrowings	13	-	-	1,768
Provision for Cyclical Maintenance	15	21,915	12,363	10,003
Finance Lease Liability	16	6,016	12,000	12,002
		<u>27,931</u>	<u>24,363</u>	<u>23,773</u>
<b>Net Assets</b>		<u>342,626</u>	<u>305,223</u>	<u>332,554</u>
<b>Equity</b>		<u>342,626</u>	<u>305,223</u>	<u>332,554</u>

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

Examined for Audit  
Oldershaw & Co.

By ALASTAIR CROMIE

# Sherenden & Districts School

## Statement of Cash Flows

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Cash Flows from Operating Activities</b>				
Government Grants		166,779	171,087	145,842
Locally Raised Funds		46,181	37,580	119,219
Goods and Services Tax (net)		(7,061)	46	(2,193)
Payments to Employees		(92,227)	(76,744)	(83,417)
Payments to Suppliers		(113,460)	(78,876)	(139,956)
Interest Paid		(1,289)	(1,244)	(816)
Interest Received		1,991	600	658
Net Cash from/(to) Operating Activities		914	52,449	39,337
<b>Cash Flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(16,798)	(38,000)	(23,730)
Purchase of Investments		7,208	40,000	(18,496)
Net Cash from/(to) Investing Activities		(9,590)	2,000	(42,226)
<b>Cash flows from Financing Activities</b>				
Finance Lease Payments		(4,573)	5,000	617
Loans Received		(1,768)	(1,768)	(1,768)
Funds Administered on Behalf of Third Parties		(79,798)	-	67,281
Net Cash from/(to) Financing Activities		(86,139)	3,232	66,130
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(94,815)</b>	<b>57,681</b>	<b>63,241</b>
Cash and Cash Equivalents at the Beginning of the Year	7	225,313	64,319	162,072
<b>Cash and Cash Equivalents at the End of the Year</b>	<b>7</b>	<b>130,498</b>	<b>122,000</b>	<b>225,313</b>

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.

Examined for Audit  
Oldershaw & Co.

By ALASTAIR CROMIE

# Sherenden & Districts School

## Notes to the Financial Statements

### For the year ended 31 December 2022

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Sherenden & Districts 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 11.



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

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

#### *Classification of leases*

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. 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.

#### *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) 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.

### **e) 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.

### **f) 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.

### **g) 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.

### **h) 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.

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

The estimated useful lives of the assets are:

Land & Building Improvements	0-50 years
Furniture & Equipment	3-20 years
Information & Communication Technology	3-5 years
Leased Assets Held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

### **j) 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.

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.

**k) 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.

**l) 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.

**m) 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 Revenue and Expense.

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

**n) 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.

**o) 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.

The School's financial liabilities comprise accounts payable, loan and finance lease 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.

**p) 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.

**q) Budget Figures**

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

**r) 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	170,372	142,467	149,290
Teachers' Salaries Grants	328,898	318,033	318,033
Use of Land and Buildings Grants	96,174	87,028	87,028
	<u>595,444</u>	<u>547,528</u>	<u>554,351</u>

The school has not opted in to the donations scheme for this year.

## 3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Revenue</b>			
Donations & Bequests	18,560	15,100	20,242
Fees for Extra Curricular Activities	3,809	2,000	3,976
Trading	2,061	2,600	2,203
Fundraising & Community Grants	2,675	1,600	1,671
Other Revenue	14,469	15,700	11,027
Forestry Income	-	-	79,648
	<u>41,574</u>	<u>37,000</u>	<u>118,767</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	3,747	3,500	5,336
Trading	2,116	2,900	2,159
Fundraising and Community Grant Costs	1,217	1,400	1,373
Forestry Expenditure	-	-	48,136
	<u>7,080</u>	<u>7,800</u>	<u>57,004</u>
<i>Surplus/ (Deficit) for the Year Locally Raised Funds</i>	<u>34,494</u>	<u>29,200</u>	<u>61,763</u>

## 4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	21,268	17,700	33,302
Equipment Repairs	2,142	500	251
Information and Communication Technology	2,031	3,500	3,365
Library Resources	161	500	117
Employee Benefits - Salaries	369,215	352,032	363,890
Staff Development	9,757	6,500	6,446
Depreciation	24,625	23,000	23,525
	<u>429,199</u>	<u>403,732</u>	<u>430,896</u>

## 5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	4,852	4,702	4,565
Board Fees	3,565	4,140	2,890
Board Expenses	2,631	1,900	1,128
Communication	1,677	1,750	1,594
Consumables	3,077	4,500	4,593
Other	4,835	7,000	6,841
Employee Benefits - Salaries	46,613	42,745	40,124
Insurance	2,937	3,000	2,866
Service Providers, Contractors and Consultancy	5,356	5,344	5,170
	<u>75,543</u>	<u>75,081</u>	<u>69,771</u>

## 6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	2,609	2,100	1,486
Cyclical Maintenance Provision	7,509	3,400	2,430
Grounds	271	1,000	-
Heat, Light and Water	7,076	7,300	7,098
Repairs and Maintenance	11,863	11,500	12,101
Use of Land and Buildings	96,174	87,028	87,028
Security	-	200	-
	<u>125,502</u>	<u>112,528</u>	<u>110,143</u>

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. Cash and Cash Equivalents

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Bank Accounts	130,498	122,000	225,313
Cash and cash equivalents for Statement of Cash Flows	<u>130,498</u>	<u>122,000</u>	<u>225,313</u>

Of the \$130,498 Cash and Cash Equivalents, \$11,932 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2023 on Crown owned school buildings.

Of the \$130,498 Cash and Cash Equivalents, \$1,676 of unspent grant funding is held by the School. This funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.

## 8. Accounts Receivable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Receivables	251	-	4,206
Receivables from the Ministry of Education	3,442	-	-
Interest Receivable	472	-	113
Teacher Salaries Grant Receivable	27,227	26,000	26,121
	<u>31,392</u>	<u>26,000</u>	<u>30,440</u>
Receivables from Exchange Transactions	723	-	4,319
Receivables from Non-Exchange Transactions	30,669	26,000	26,121
	<u>31,392</u>	<u>26,000</u>	<u>30,440</u>

## 9. Inventories

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Stationery	198	100	106
School Uniforms	468	400	412
	<u>666</u>	<u>500</u>	<u>518</u>

## 10. Investments

The School's investment activities are classified as follows:

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	52,667	60,000	59,875
	<u>52,667</u>	<u>60,000</u>	<u>59,875</u>

## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Land & Building Improvements	71,501	9,133	-	-	(2,005)	78,629
Furniture & Equipment	81,669	4,772	-	-	(14,174)	72,267
Information & Communication Technology	490	8,856	-	-	(490)	8,856
Leased Assets	19,430	1,120	-	-	(7,282)	13,268
Library Resources	5,502	669	(21)	-	(674)	5,476
<b>Balance at 31 December 2022</b>	<b>178,592</b>	<b>24,550</b>	<b>(21)</b>	<b>-</b>	<b>(24,625)</b>	<b>178,496</b>

The net carrying value of furniture and equipment held under a finance lease is \$13,268 (2021: \$19,430)

### 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 Cost or Valuation	2022 Accumulated Depreciation	2022 Net Book Value	2021 Cost or Valuation	2021 Accumulated Depreciation	2021 Net Book Value
	\$	\$	\$	\$	\$	\$
Land & Building Improvements	114,807	(36,178)	78,629	105,674	(34,173)	71,501
Furniture & Equipment	184,694	(112,427)	72,267	179,922	(98,253)	81,669
Information & Communication Technology	21,910	(13,054)	8,856	26,279	(25,789)	490
Leased Assets	24,834	(11,566)	13,268	25,940	(6,510)	19,430
Library Resources	76,507	(71,031)	5,476	75,909	(70,407)	5,502
<b>Balance at 31 December</b>	<b>422,752</b>	<b>(244,256)</b>	<b>178,496</b>	<b>413,724</b>	<b>(235,132)</b>	<b>178,592</b>

## 12. Accounts Payable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Creditors	7,736	18,000	23,410
Accruals	4,702	5,000	4,565
Banking Staffing Overuse	-	-	1,827
Employee Entitlements - Salaries	27,227	26,000	26,121
Employee Entitlements - Leave Accrual	661	-	5,958
	<b>40,326</b>	<b>49,000</b>	<b>61,881</b>
Payables for Exchange Transactions	40,326	49,000	61,881
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<b>40,326</b>	<b>49,000</b>	<b>61,881</b>

The carrying value of payables approximates their fair value.

### 13. Borrowings

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Loans due in one year	1,768	1,768	1,768
Loans due after one year	-	-	1,768
	<u>1,768</u>	<u>1,768</u>	<u>3,536</u>

The school has borrowings at 31 December 2022 of \$1,768 (31 December 2021 \$3,536). This loan is from The Energy Efficiency and Conservation Authority for the purpose of purchasing Solar Panels. The loan is unsecured, interest free and the loan is repayable over 5 years.

### 14. Revenue Received in Advance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Grants in Advance - Ministry of Education	1,676	-	-
Other Revenue in Advance	296	100	124
	<u>1,972</u>	<u>100</u>	<u>124</u>

### 15. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	23,025	23,025	20,595
Increase to the Provision During the Year	7,509	3,400	2,430
Use of the Provision During the Year	(6,614)	(14,062)	-
Provision at the End of the Year	<u>23,920</u>	<u>12,363</u>	<u>23,025</u>
Cyclical Maintenance - Current	2,005	-	13,022
Cyclical Maintenance - Non current	21,915	12,363	10,003
	<u>23,920</u>	<u>12,363</u>	<u>23,025</u>

The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools 10 Year Property plan / Property consultant review.



## 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	8,074	8,000	7,767
Later than One Year and no Later than Five Years	7,188	13,000	12,949
Future Finance Charges	(1,172)	(1,000)	(948)
	<u>14,090</u>	<u>20,000</u>	<u>19,769</u>
<b>Represented by</b>			
Finance Lease Liability - Current	8,074	8,000	7,767
Finance Lease Liability - Non current	6,016	12,000	12,002
	<u>14,090</u>	<u>20,000</u>	<u>19,769</u>

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expense of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.

## 17. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 7.

2022	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Breakout Space - 221037	82,449	-	(104,044)	-	(21,595)
Selected Cladding Replacement - 214437	(2,448)	2,563	(115)	-	-
Pool Surface & Leak Remediation - 221036	(9,866)	16,615	-	-	6,749
Pool Roofing & Distribution - 221034	-	6,761	(1,578)	-	5,183
Septic System Upgrade - 235853	-	19,070	(19,070)	-	-
Totals	<u>70,135</u>	<u>45,009</u>	<u>(124,807)</u>	<u>-</u>	<u>(9,663)</u>

### Represented by:

Funds Held on Behalf of the Ministry of Education	11,932
Funds Receivable from the Ministry of Education	(21,595)

2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Breakout Space - 221037	(6,664)	91,701	(2,588)	-	82,449
Selected Cladding Replacement - 214437	9,518	-	(11,966)	-	(2,448)
Pool Surface & Leak Remediation - 221036	-	-	(9,866)	-	(9,866)
Totals	<u>2,854</u>	<u>91,701</u>	<u>(24,420)</u>	<u>-</u>	<u>70,135</u>

### Represented by:

Funds Held on Behalf of the Ministry of Education	82,449
Funds Receivable from the Ministry of Education	(12,314)

## 18. Related Party Transactions

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

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

## 19. Remuneration

### *Key management personnel compensation*

Key management personnel of the School include all Board members and Principal.

	<b>2022 Actual \$</b>	<b>2021 Actual \$</b>
<i>Board Members</i> Remuneration	3,565	2,890
<i>Leadership Team</i> Remuneration Full-time equivalent members	118,154 1.00	110,753 1.00
Total key management personnel remuneration	<u>121,719</u>	<u>113,643</u>

There are 7 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### *Principal*

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

	<b>2022 Actual \$000</b>	<b>2021 Actual \$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	110 - 120	100 - 110
Benefits and Other Emoluments	3 - 4	0 - 5
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	0.00	0.00
	<u>0.00</u>	<u>0.00</u>

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:

	<b>2022 Actual</b>	<b>2021 Actual</b>
Total	\$0.00	\$0.00
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).

In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2022. The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2022. Even though the payment is probable, the amount to be received is not known with a high level of certainty. The School has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2023.

### 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 contract agreements for capital works as follows:

- (a) \$9,000 contract for Pool Roofing and Distribution as agent for the Ministry of Education. This project is fully funded by the Ministry and \$6,761 has been received of which \$1,578 has been spent on the project to balance date. This project has been approved by the Ministry; and
- (b) \$21,500 contract for Pool Surface and Leak Remediation as agent for the Ministry of Education. This project is fully funded by the Ministry and \$16,615 has been received of which \$9,866 has been spent on the project to balance date. This project has been approved by the Ministry; and
- (c) \$112,2000 contract for Breakout Space as agent for the Ministry of Education. The project is fully funded by the Ministry and \$91,701 has been received of which \$113,2961 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments at 31 December 2021: \$104,718)

### (b) Operating Commitments

As at 31 December 2022 the Board has not entered into any contracts.

## 22. 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	130,498	122,000	225,313
Receivables	31,392	26,000	30,440
Investments - Term Deposits	52,667	60,000	59,875
Total Financial Assets Measured at Amortised Cost	<u>214,557</u>	<u>208,000</u>	<u>315,628</u>

### Financial Liabilities Measured at Amortised Cost

Payables	40,326	49,000	61,881
Borrowings - Loans	1,768	1,768	3,536
Finance Leases	14,090	20,000	19,769
Total Financial Liabilities Measured at Amortised Cost	<u>56,184</u>	<u>70,768</u>	<u>85,186</u>

## 23. Events After Balance Date

During February 2023 the North Island of New Zealand was struck by several extreme weather events which resulted in widespread flooding, road closures, slips, and prolonged power and water outages for many communities in the Northland, Auckland, Coromandel, Bay of Plenty, Gisborne, and Hawkes Bay/Tairāwhiti regions.

While many schools were able to reopen soon after the extreme weather events, some schools have remained closed for a prolonged period.

The damage caused by extreme weather events in the Hawkes Bay/Tairāwhiti regions and the full financial impact has not yet been determined, but it is not expected to be significant to the school. The school continued to receive funding from the Ministry of Education, even while closed.

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

## 23. Comparatives

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

# **Sherenden & Districts School**

## **Kiwisport Report**

For the year ended 31 December 2022

During the year the Board was the recipient of additional Government funding for specific purposes:

Kiwisport is a Government funded initiative to support students' participation in organised sport. In 2022 the school received total Kiwisport funding of \$870 (excluding GST). The funding was put towards a range of sports equipment to resource the school to support and initiate student participation in a variety of sports.

The number of students participating in organised sport continues to be at excellent levels.

## **Personnel Policy Compliance (s73 and s74 Public Service Act 2020)**

For the year ended 31 December 2022

The Sherenden & Districts School Board:

- 1 Has developed and implemented personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students;
- 2 Has reviewed its compliance against both its personnel policy and procedures and Education Review Office Board assurance Statement Personnel (Section 4) and can report that it meets all requirements and identified best practice;
- 3 Is a good employer as defined by the Public Service Act 2020 and complies with the conditions contained in the employment contracts applying to teaching and non-teaching staff;
- 4 Ensures all employees and applicants for employment are treated according to their skills, qualifications, abilities and aptitudes, without bias or discrimination;
- 5 Meets all EEO requirements.

## 2022 Numeracy Analysis of Variance

	<u>Results</u>
<p>Baseline Data and Target set – where are we now and what measurable outcomes do we want by the years end for target students?</p> <ul style="list-style-type: none"> <li>● 36/51 (70.6%) of our students are working within or exceeding the expected level for mathematics</li> <li>● 15/51 (29.4%) of our students are working below the expected level and 1 out of those 15 is working well below the expected level</li> <li>● The age range of the students needing to make accelerated progress are from year 1-8 (2xyear 6 student arrived late 2021and in 2022) and 12/15 students are boys</li> <li>● 6/9 (66.7%) of our Maori students are working within or exceeding the expected level. 3 of our 9 (33.3%) māori students are not meeting the expected level (1 yr 4 and 2x yr 6's - one of whom arrived in 2022)</li> </ul> <p>Progress of all students will be reported to the Board twice annually or as requested.-Parents of all students not tracking to meet the expected level will be reported every 5 weeks with their child's progress.</p>	<p><a href="#">Mid year maths data for bot, 2022</a>  <a href="#">end year maths data for bot, 2022</a></p> <p><a href="#">Targeted student mid / end year document 2022</a></p>

Key improvement actions/strategies to achieve outcomes and targets	When will this happen?	Resourcing \$ and support led by	Indicators of progress? What evidence is there that we are moving towards achieving the target? What outcomes will we see and when?
NZCERAssist- PD	Term 1 and then ongoing	Haisley/Tracy	Using analysis across groups and identifying gaps and practice required. Ongoing PAT analysis and scale score of students will be great indicators along with progression with PRIME programme.

			Using the ARBs with the teaching programme based on PAT data results. (use of online tasks) -Gaps identified as a staff and resources set up to support learning. Some ARBS activities used but generally other resources used to support gaps.
Ongoing implementation of basic fact cards for students to use to help with personalized goals related to maths knowledge-Maths ladder	By the end of term 1	Personalised by staff	Termly knowledge test. Observations and 5 minute walk throughs that include questioning around student goals Further resources developed over the year to support knowledge development in all rooms. Knowledge cards These will continue to be used (and developed) in the future.
Staff work on Diagnostic test	Whole year	Whole staff	As we see a need
Share with staff problem solving strategies and consistent school wide problem solving process	Ongoing	Haisley	review, course and practice book work. Students having a system to use to solve word problem equations. Work on RISS?? Generally applied to Senior Room mathematics students, though some Middle Room students participated in year % mathematics problem solving
Use of knowledge goal site/matific for students to visit to practice personalised goals	Whole year	Haisley and personalised by staff/students	Termly knowledge test. Observations and 5 minute walk throughs (ongoing). Teacher monitoring progress from set skills. Similar to above
Targeted Maths programme taught by teacher Aide and lead by teacher around student number knowledge	When required	Teacher lead-overseen by principal	This will be monitored throughout the year and settled by staff in the best means to utilise this investment Targeted kids used in 15 minute sessions with Kelly to work on number knowledge. Able to target over 15 kids throughout the year to benefit from this. AGenerally working on a knowledge task (filling a gap) but used at times to directly assist programme and need of the individual.
Agentic learning with students / Goal setting and ways to achieve goals	Ongoing	Whole staff	Observations of classroom and set questions for students that will be asked to give student feedback around awareness of their goals. These observations will be done 1 week before the principal meeting with the teacher growth cycle and used as a point of discussion. Pleasing progress in development of agency across the school. All students at varying levels able to talk about and show their goals and how they work on them throughout the year. Middle Room had real success in introducing knowledge cards as part of their taskboard and all students across the school continued to meet the expectation of recognising their number/knowledge goal and being able to discuss how they work towards this.
Overall coverage, teaching and progression of strand	From week 3 of term 1	Whole staff	Using allocated Friday teaching time to utilise curriculum level documents, overview and COL level progressions as indicators. Potentially using a tracking sheet with strand against the COL strand progressions. Staff meeting time allocated to discuss progression of strand. This was completed and used at various stages of the year (though not ongoing and regular)when we felt necessary to revise strand coverage and also when making OTJ's.

Utilisation of digital resources	Ongoing	Whole staff	Matific, knowledge site, seesaw (to share with families) to track student progress. Digital resources used and applied where applicable in classroom programme. Really looking to focus on engaging families with Seesaw in 2023 after parent meeting was unable to happen in 2022.
Monitoring - how are we going? Principal to check student outcomes each term, and report interim progress with any recommendations for resourcing to Board if necessary.			

## 2022 Literacy Analysis of Variance

Strategic Plan Goal /Aim:	Specific Annual Focus	Results
Academic/ learner achievement: High achievement in literacy for all students.	<ul style="list-style-type: none"> <li>Ensure teachers are delivering an effective literacy programme and support is in place for at risk students to make accelerated progress.</li> </ul>	<a href="#">Mid year writing data for bot, 2022</a> <a href="#">Mid year reading data for bot, 2022</a> <a href="#">Endyear writing data for bot, 2022</a> <a href="#">End year reading data for bot, 2022</a>
Baseline Data and Target set - Literacy <u>Writing-</u> 35/51(68.6%) of our students are working within or exceeding the expected level for writing 16/51 (31.4%) of our students are working below or well below the expected level for writing. This includes 2 students working well below the expected level (1yr 6 who arrived in 2022) The age range of our students working below the expected level is year 1-8 (1 year 6 arrived in 2022) and 12/16 of these are boys. 6/9 (66.7%) of our Maori students are working within or exceeding the expected level for writing. 3/9 (33.3%) of our Maori students are not working within the expected level. <u>Reading-</u> 38/51 (74.5%) of our students are working within or exceeding the expected level for reading 13/51 (25.5%) of our students are working below or well below the expected level for reading. This includes 2 students working well below the expected level (1 year 6 boy who arrived in 2022 and 1 year 8 boy(formally funded student). The age range of these students is from year 1-8 with a cluster in year %. 7/9 (77.8%) of our Māori students are working within or exceeding the expected level for reading	<a href="#">Targeted student mid / end year document 2022</a>	



<p>2/9 (22.2%) of our Māori students are not working within or exceeding the expected level for writing (year 4 boy and year 6 boy who arrived in 2022)</p>	
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Key improvement actions/strategies to achieve outcomes and targets	When will this happen?	Resourcing \$ and support led by	Indicators of progress? What evidence is there that we are moving towards achieving the target? What outcomes will we see and when?
Use of literacy learning progressions/school matrix to help with next teaching steps, student goal setting and agency	Ongoing	Tracy/whole staff	Tracking students through teacher inquiry, moderation and staff work on goal setting etc (measured through agency visibility and annual plan). Matrix an ongoing discussion with staff at meetings. Ongoing focus with goal setting and kids awareness of focussing on their goals while writing. Linking this consistently with both teacher OTJ and also recognition of leaner agency
Using Teacher Aides to support teacher programme	Ongoing	Whole staff TA cost (	Discussion with staff, TA around progress of student and how they are transferring their support to the classroom. TA continues to very effectively support TA programme. Highly capable to implement aspects of the CODE to support sounds and spelling. Flexible over the year where she spent some time working with small allocated groups in the class and other times working with targeted individuals.
Use of The Code to teach spelling sounds and rules Use the skills of TA to target specific skills and lessons based on assessment	Term1	Whole staff	Ongoing work as whole staff around the effectiveness of our programme. Timetabling effectively with writing. Literacy block and merging altogether.
Continual monitoring of school wide spelling programmes Using The Code to assess and for a systematic approach to spelling.	Term 1 1 middle Term ¾ senior	Whole staff	Consistency of practice across the staff. Termly testing of spelling words and how they are used as part of homework. Build on Liz Kane PD and Science of Reading. Using Heggerty programme to support spelling Two staff members went to 2 day Liz Kane course in Taupō and staff continued to track on previous work around structured literacy and also use of the code in

			spelling programme. PRT has regular support from TT with literacy programme and how to use the code to inform/support the classroom programme
Term 2/3 moderation with Pukehāmoamo School against the LLP/matrix	Termly	Whole staff	Discussion around judgment of our students and using this to form the next step for that child. Done in Term 3 and 4 of the year and now looking to streamline Term 3 writing around Cross Country which will help for teachers looking to make OTJ against a similar criteria/theme.
Literacy support with targeted kids, focussing on the CODE	Ongoing	Margot	Tracking of students receiving programme and look at how things are tracking in the classroom. Done through Kelly as Margot left after 1 week.
Use of Sheena Cameron writing book-editing, . Tools used to support the matrix and agency.	Ongoing	Whole staff	Moderation, progress with targeted groups, consistency of language across the staff. Visual goals/learning evident in books and around classrooms. Tools used
Use of write that essay resources to support sentence structure	Ongoing	Whole Staff	Wider range of sentences to enhance writing across all levels.
Continue to develop the LLLL reading and sound programme in the Junior room.	Ongoing	Junior room	The literacy block will be based on Phonemic awareness and phonics for spelling and reading, Handwriting, Reading fluency and Vocabulary and comprehension. Teacher worked alongside previous years teacher at the start of the year (and throughout the year) to go alongside Liz Kane PD and ongoing development of structured literacy programme in the Junior Room
Monitoring - how are we going? Principal to check student outcomes each term, and report interim progress with any recommendations for resourcing to Board if necessary.			

## 2002 Annual Improvement Plan Student Agency / Distance learning

<p>Strategic Plan Goal /Aim: School culture/ student well-being: All students develop self-awareness of their learning and building digital literacy within this framework</p>	<p>Specific Annual Focus</p> <ul style="list-style-type: none"> <li>● Clear progression and development across the 3 classrooms with how digital technology is used to enhance achievement and agency in 3 classrooms</li> <li>● All students will be able to identify what type of learner they are and what areas they are working on to develop overall agency.</li> </ul>	<p>Background to the goal/target: Community consult, discussion with staff, student voice has led us to try and give students more ownership and awareness of their learning.</p> <p>Teacher learning needs around the target</p>
<p>Baseline Data and Target set – where are we now and What measurable outcome do we want by year’s end for target students? Though there is no clear baseline data for where students are at in their agency, it has been an ongoing discussion between team teachers of the Senior Room and also the Middle Room teacher.</p> <p>What other key outcomes will be visible?</p> <ul style="list-style-type: none"> <li>● Consistent approach to what agency looks like through the school</li> <li>● Awareness of students around what agency means and how it affects their learning.</li> <li>● School culture that blends ROAR values in with agentic learning.</li> <li>● All students are aware of their goals, what they are currently able to do and what their next learning step will be. Visible learning across learning areas.</li> <li>● Toolkit established as resource to support agency and the learner pathway.</li> <li>● Classroom and teacher will be able to discuss how they use google tools to illustrate their learning and support their teaching.</li> <li>● Clear plan in place of how we will manage another lockdown. Make sure parents have been offered support if they would like into how to navigate google platforms and seesaw.</li> </ul>		<ul style="list-style-type: none"> <li>● Ongoing work together as a staff.</li> <li>● Use of external personnel to come in and question students/staff and look at evidence of visible learning in the classrooms. (Heather, during the year)</li> <li>● During Term 1 all staff worked together to refine the learner pathway and changed the wording with this.</li> <li>● All students by then end of Term 1 had goals for writing and mathematics. These were updated a minimum of termly. Principal went around classrooms with set questions to ask about goal setting. Progress of responses has been recorded. Process has already begun in installing/implementing digital resources students can use to support their goals and next steps as learners. Agentic learning will be forever changing with student voice and catered to the needs of support self-management with each learner.</li> <li>● In Term 4, Heather Bell supported staff in looking at use of digital tools for 2023.</li> </ul>

	<ul style="list-style-type: none"> <li>• Staff built on various measures used during lockdown in 2021 and</li> </ul>
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<b>Key improvement actions/strategies to achieve outcomes and targets</b>	<b>When will this happen?</b>	<b>Resourcing \$ and support led by</b>	<b>Indicators of progress? What evidence is there that we are moving towards achieving the target? What outcomes will we see and when?</b>
Evolvement of Agency pathway	Term 1 and evolve throughout the year	Whole staff	Learner pathway evident in all school rooms and student names allocated to their position of agency by the end of Term 1 - Two new staff had evidence in the classroom during various stages of the year but school wide we didn't get the focus on the ongoing chat / discussion /modelling around the pathway and how important it is to the daily programme.
Student and Community awareness of what student agency entails	Term 1	Whole Staff	Discussions and communication with parents. Attendance and Parent teacher meeting. Area looking to improve for students
Update of School wide ROAR matrix-utilised for reward system and undercurrent of school values.	Term 1	Whole staff	Visible in all classrooms, staff meetings and discussions with students. Consistent language from staff as reward system and as redirection of behavior. Updated matrix completed by the end of term and agency systems in each class in place by the end of term. Still there but focus is leaning to these values in the classroom.

Development of student interview of how the agency pathway works and links to their learning goals	Term 1	Whole Staff	Overall indicator will be the results of interview and then reporting this back to staff. Outcomes will be utilising the feedback to strengthen practice. Evident in teacher obs and notes in discussion with kids during these obs
Ongoing development around Digital literacy (and curriculum).	Term 1 2 and then ongoing	Whole staff	Staff wide completion of some levels/test around the use of google apps and seesaw. Push forward to 2023
Use of writing matrix (along with numeracy tools) to support agency.	Ongoing	Whole staff	Moderation, progress with targeted groups, consistency of language across the staff. Development in editing and linking to digital literacy Very evident with writing programme and looking to get back to digital practice in 2023.
Monitoring - how are we going? Principal to check student outcomes and understanding each term, and report interim progress with any recommendations for resourcing to Board if necessary.			