

## INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Kairanga School (the School). The Auditor-General has appointed me, David Kelly, using the staff and resources of Cotton Kelly Smit Limited (CKS Audit), to carry out the audit of the financial statements of the School on his behalf.

#### Opinion

We have audited the financial statements of the School on pages 2 to 17, 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 the Public Sector - Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 25 May 2023. 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 arises 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 Analysis of Variance, the Kiwisport Statement, the Statement of Compliance with Employment Policy, the list of members and the Statement of Responsibility, 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.



David Kelly  
CKS Audit  
On behalf of the Auditor-General  
Palmerston North, New Zealand

# KAIRANGA SCHOOL

## ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

### School Directory

**Ministry Number:** 2370

**Principal:** James Rea

**School Address:** 1099 Kairanga-Bunnythorpe Road, RD 5, Kairanga 4475

**School Postal Address:** 1099 Kairanga-Bunnythorpe Road, RD 5, Kairanga 4475

**School Phone:** 06 329 0824

**School Email:** office@kairanga.school.nz

### Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Anna McLachlan	Presiding Member	Elected	Dec-23
Rebecca Argle	Presiding Member	Elected	May-22
James Rea	Principal	ex Officio	
Rachel Jeffries	Public Relations	Appointed	May-25
Deon Van Zyl	Property	Elected	Aug-25
Pauline Frings	Public Relations	Elected	Aug-25
Howard Martin	Finance	Elected	Aug-25
Michelle Ebbet	Planning & Self Review	Elected	May-22
Jonathan Murrow	Property	Elected	May-22
Tracey Galloway	Staff Representative	Elected	Aug-25
Jo Lark	Staff Representative	Elected	May-22

**Accountant / Service Provider:** Openbook Solutions Limited

# KAIRANGA SCHOOL

Annual Report - For the year ended 31 December 2022

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# Kairanga 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.

Anna Louise McLachlan

Full Name of Presiding Member



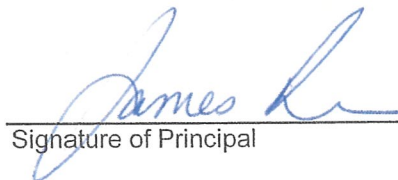
Signature of Presiding Member

24/05/23

Date:

James Allan Rea

Full Name of Principal



Signature of Principal

24/05/23

Date:

# Kairanga 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	1,454,586	1,361,318	1,373,461
Locally Raised Funds	3	81,014	51,414	53,711
Interest Income		2,411	1,000	717
<b>Total Revenue</b>		<b>1,538,011</b>	<b>1,413,732</b>	<b>1,427,889</b>
<b>Expenses</b>				
Locally Raised Funds	3	59,716	43,158	44,400
Learning Resources	4	1,091,246	1,057,178	1,066,015
Administration	5	118,208	93,132	85,666
Finance		1,761	1,920	719
Property	6	259,812	240,680	239,685
<b>Total Expenses</b>		<b>1,530,743</b>	<b>1,436,068</b>	<b>1,436,485</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>7,268</b>	<b>(22,336)</b>	<b>(8,596)</b>
Other Comprehensive Revenue and Expense		0	0	0
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>7,268</b>	<b>(22,336)</b>	<b>(8,596)</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.



# Kairanga 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>		212,563	212,563	221,159
Total comprehensive revenue and expense for the year		7,268	(22,336)	(8,596)
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		4,981	0	0
<b>Equity at 31 December</b>		224,812	190,227	212,563
Accumulated comprehensive revenue and expense		224,627	188,712	211,048
Reserves - Matheson Trust [1]		185	1,515	1,515
<b>Equity at 31 December</b>		224,812	190,227	212,563

	Actual 2022 \$	Budget (Unaudited) 2022 \$	Actual 2021 \$
[1] Matheson Trust			
Opening balance	1,515	1,515	1,905
Transfer to reserve	500	0	310
Funds provided for students in hardship	(1,830)	0	(700)
Closing balance	185	1,515	1,515

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.





# Kairanga 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	129,976	89,854	132,508
Accounts Receivable	8	92,698	75,000	71,876
Prepayments		2,148	3,000	3,129
Investments	9	51,869	55,000	50,957
Funds Receivable for Capital Works Projects	15	1,640	0	2,778
		278,331	222,854	261,248
<b>Current Liabilities</b>				
GST Payable		15,793	12,000	13,238
Accounts Payable	11	106,096	98,000	98,746
Revenue Received in Advance	12	1,806	2,000	2,192
Provision for Cyclical Maintenance	13	4,667	0	0
Finance Lease Liability	14	6,940	6,940	5,952
Funds held for Capital Works Projects	15	0	0	19,837
		135,302	118,940	139,965
<b>Working Capital Surplus/(Deficit)</b>		143,029	103,914	121,283
<b>Non-current Assets</b>				
Property, Plant and Equipment	10	140,327	140,639	144,366
		140,327	140,639	144,366
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	13	48,875	44,657	37,537
Finance Lease Liability	14	9,669	9,669	15,549
		58,544	54,326	53,086
<b>Net Assets</b>		224,812	190,227	212,563
<b>Equity</b>		224,812	190,227	212,563

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

# Kairanga 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		328,685	273,318	294,554
Locally Raised Funds		80,628	48,290	50,331
Goods and Services Tax (net)		2,555	(1,238)	5,736
Payments to Employees		(199,562)	(141,484)	(167,902)
Payments to Suppliers		(163,670)	(180,878)	(143,967)
Interest Paid		(1,761)	(1,920)	(719)
Interest Received		1,822	1,000	825
Net cash from/(to) Operating Activities		48,697	(2,912)	38,858
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(17,591)	(13,000)	(14,167)
Purchase of Investments		(912)	(4,043)	(435)
Net cash from/(to) Investing Activities		(18,503)	(17,043)	(14,602)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		4,981	0	0
Finance Lease Payments		(3,770)	(5,640)	(8,893)
Funds Administered on Behalf of Third Parties		(33,937)	(17,059)	(20,395)
Net cash from/(to) Financing Activities		(32,726)	(22,699)	(29,288)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(2,532)</b>	<b>(42,654)</b>	<b>(5,032)</b>
Cash and cash equivalents at the beginning of the year	7	132,508	132,508	137,540
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>129,976</b>	<b>89,854</b>	<b>132,508</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.



# Kairanga School

## Notes to the Financial Statements

### For the year ended 31 December 2022

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Kairanga 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 13.

###### *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 10.

###### *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 14. Future operating lease commitments are disclosed in note 20b.

#### *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) 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.

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

#### **Finance Leases**

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

#### **Depreciation**

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

The estimated useful lives of the assets are:

Building improvements	10–50 years
Furniture and equipment	5–10 years
Information and communication technology	5–20 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.

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available 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.

### *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.

## **m) Revenue Received in Advance**

Revenue received in advance relates to fees received from students 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.

## **n) 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.

## **o) 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 an 8 to 15 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.

## **p) Financial Instruments**

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets 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 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.

## **q) 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.

## **r) Budget Figures**

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

## **s) 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	340,830	273,318	285,867
Teachers' Salaries Grants	914,763	905,000	904,213
Use of Land and Buildings Grants	196,002	183,000	183,241
Other Government Grants	2,991	0	140
	<u>1,454,586</u>	<u>1,361,318</u>	<u>1,373,461</u>

## 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	25,079	15,100	13,240
Fees for Extra Curricular Activities	35,791	29,364	22,923
Trading	6,554	6,250	6,506
Fundraising & Community Grants	11,913	700	10,366
Other Revenue	1,677	0	676
	<u>81,014</u>	<u>51,414</u>	<u>53,711</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	42,718	35,450	33,035
Trading	8,878	7,000	6,619
Fundraising and Community Grant Costs	6,290	708	4,046
Other Locally Raised Funds Expenditure	1,830	0	700
	<u>59,716</u>	<u>43,158</u>	<u>44,400</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>21,298</u>	<u>8,256</u>	<u>9,311</u>

## 4. Learning Resources

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Curricular	6,665	17,300	9,449
Information and Communication Technology	502	7,288	2,382
Library Resources	1,616	3,063	264
Employee Benefits - Salaries	1,054,482	999,400	1,020,525
Staff Development	222	13,400	6,114
Depreciation	27,759	16,727	27,281
	<u>1,091,246</u>	<u>1,057,178</u>	<u>1,066,015</u>



## 5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	4,565	4,333	4,433
Board Fees	4,050	5,550	4,455
Board Expenses	1,362	1,942	300
Communication	2,846	1,720	1,754
Consumables	2,017	2,408	2,218
Operating Lease	3,233	7,469	2,280
Other	19,370	12,165	11,349
Employee Benefits - Salaries	70,633	47,084	48,871
Insurance	2,822	2,968	2,696
Service Providers, Contractors and Consultancy	7,310	7,493	7,310
	<u>118,208</u>	<u>93,132</u>	<u>85,666</u>

## 6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	2,996	4,920	3,705
Consultancy and Contract Services	20,949	21,600	23,791
Cyclical Maintenance Provision	16,004	7,120	5,963
Grounds	2,628	2,900	2,628
Heat, Light and Water	7,549	8,580	7,542
Repairs and Maintenance	13,228	11,600	11,529
Use of Land and Buildings	196,002	183,000	183,241
Security	456	960	1,286
	<u>259,812</u>	<u>240,680</u>	<u>239,685</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	129,976	89,854	132,508
Cash and cash equivalents for Statement of Cash Flows	<u>129,976</u>	<u>89,854</u>	<u>132,508</u>

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

## 8. Accounts Receivable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Receivables from the Ministry of Education	16,744	0	0
Interest Receivable	589	0	0
Teacher Salaries Grant Receivable	75,365	75,000	71,876
	<u>92,698</u>	<u>75,000</u>	<u>71,876</u>
Receivables from Exchange Transactions	589	0	0
Receivables from Non-Exchange Transactions	92,109	75,000	71,876
	<u>92,698</u>	<u>75,000</u>	<u>71,876</u>



## 9. Investments

The School's investment activities are classified as follows:

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
Current Asset	\$	\$	\$
Short-term Bank Deposits	51,869	55,000	50,957
Non-current Asset			
Long-term Bank Deposits	0	0	0
Total Investments	51,869	55,000	50,957

## 10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Building Improvements	85,007	0	0	0	(8,973)	76,035
Furniture and Equipment	14,993	8,963	0	0	(3,504)	20,452
Information and Communication	17,071	12,290	0	0	(7,256)	22,105
Leased Assets	21,438	1,366	0	0	(7,283)	15,520
Library Resources	5,857	1,101	0	0	(743)	6,215
Balance at 31 December 2022	144,366	23,720	0	0	(27,759)	140,327

The net carrying value of furniture and equipment held under a finance lease is \$15,520 (2021: \$21,438)

	2022 Cost or Valuation	2022 Accumulated Depreciation	2022 Net Book Value	2021 Cost or Valuation	2021 Accumulated Depreciation	2021 Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	215,374	(139,340)	76,035	215,374	(130,367)	85,007
Furniture and Equipment	148,461	(128,010)	20,452	139,499	(124,506)	14,993
Information and Communication T	70,863	(48,758)	22,105	58,573	(41,502)	17,071
Leased Assets	23,927	(8,407)	15,520	35,570	(14,132)	21,438
Library Resources	45,932	(39,717)	6,215	44,831	(38,974)	5,857
Balance at 31 December	504,557	(364,232)	140,327	493,847	(349,481)	144,366

## 11. Accounts Payable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Creditors	8,951	21,000	22,407
Accruals	7,363	2,000	3,754
Employee Entitlements - Salaries	89,020	75,000	71,876
Employee Entitlements - Leave Accrual	762	0	709
	106,096	98,000	98,746
Payables for Exchange Transactions	106,096	98,000	98,746
	106,096	98,000	98,746

The carrying value of payables approximates their fair value.



## 12. Revenue Received in Advance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Other revenue in Advance	1,806	2,000	2,192
	<u>1,806</u>	<u>2,000</u>	<u>2,192</u>

## 13. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	37,537	37,537	31,574
Increase to the Provision During the Year	11,042	7,120	5,963
Other Adjustments	4,963	0	0
Provision at the End of the Year	<u>53,542</u>	<u>44,657</u>	<u>37,537</u>
Cyclical Maintenance - Current	4,667	0	0
Cyclical Maintenance - Non current	48,875	44,657	37,537
	<u>53,542</u>	<u>44,657</u>	<u>37,537</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.

## 14. Finance Lease Liability

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	8,151	8,151	7,623
Later than One Year and no Later than Five Years	10,298	10,298	17,260
Later than Five Years	0	0	0
Future Finance Charges	(1,840)	(1,840)	(3,382)
	<u>16,609</u>	<u>16,609</u>	<u>21,501</u>
<b>Represented by</b>			
Finance lease liability - Current	6,940	6,940	5,952
Finance lease liability - Non current	9,669	9,669	15,549
	<u>16,609</u>	<u>16,609</u>	<u>21,501</u>

## 15. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. 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 \$
Block 1 Upgrade - Project 208866	(2,778)	0	0	2,778	0
Outdoor Learning Area - Project 222909	13,612	7,135	(20,747)	0	0
Turf, Seating & Decking - Project 230043	6,225	0	(6,225)	0	0
Electrical Upgrade - Project 236933	0	0	(1,640)	0	(1,640)
Security Upgrade - Project 232018	0	2,925	(2,925)	0	0
Totals	17,059	10,060	(31,537)	2,778	(1,640)

### Represented by:

Funds Held on Behalf of the Ministry of Education	0
Funds Receivable from the Ministry of Education	(1,640)

2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Decking & Playgnd L'scaping - Project 222908	29,404	(11)	(29,393)	0	0
Block 1 Upgrade - Project 208866	(19,065)	59,450	(43,163)	0	(2,778)
Outdoor Learning Area - Project 222909	0	13,612	0	0	13,612
Playground Upgrade - Project 222911	(374)	(500)	874	0	0
Turf, Seating & Decking - Project 230043	0	12,263	(6,038)	0	6,225
Turf - Project 224768	24,081	176	(24,257)	0	0
Totals	34,045	84,990	(101,977)	0	17,059

### Represented by:

Funds Held on Behalf of the Ministry of Education	19,837
Funds Receivable from the Ministry of Education	(2,778)

## 16. Related Party Transactions

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

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



## 17. Remuneration

### Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	4,050	4,455
<i>Leadership Team</i>		
Remuneration	435,726	425,520
Full-time equivalent members	4.00	4.00
Total key management personnel remuneration	439,776	429,975

There are 6 members of the Board excluding the Principal. The Board had held 9 full meetings of the Board in the year. The Board also has Finance (2 members) and Property (2 members) that meet monthly and quarterly 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	0 - 5	0 - 5
Termination Benefits	0	0

### 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	0
110 - 120	0	0
	1	0

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

## 18. 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	13,655	0
Number of People	1	0





## 19. 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.

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.

## 20. Commitments

### (a) Capital Commitments

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

(a) The Ministry of Education has approved an electrical upgrade project funded to the value of \$142,399. \$0 has been received of which \$1,640 has been spent on the project to date.

(Capital commitments at 31 December 2021: \$34,950)

### (b) Operating Commitments

As at 31 December 2022 the Board has entered into the following contracts:

(a) Service charges on photocopier lease and a painting contract;

	2022 Actual	2021 Actual
	\$	\$
No later than One Year	4,289	4,289
Later than One Year and No Later than Five Years	5,496	9,784
Later than Five Years	0	0
	<u>9,785</u>	<u>14,073</u>

The total lease payments incurred during the period were \$2,069 (2021: \$862).



## 21. Financial Instruments

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

### Financial assets measured at amortised cost

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Cash and Cash Equivalents	129,976	89,854	132,508
Receivables	92,698	75,000	71,876
Investments - Term Deposits	51,869	55,000	50,957
Total Financial assets measured at amortised cost	<u>274,543</u>	<u>219,854</u>	<u>255,341</u>

### Financial liabilities measured at amortised cost

Payables	106,096	98,000	98,746
Finance Leases	16,609	16,609	21,501
Total Financial Liabilities Measured at Amortised Cost	<u>122,705</u>	<u>114,609</u>	<u>120,247</u>

## 22. Events After Balance Date

There were no 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.



### **Statement of Compliance with Employment Policy**

For the year ended 31<sup>st</sup> December 2022 the Kairanga School Board:

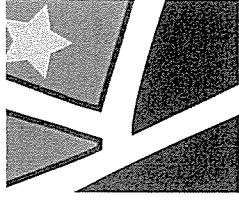
- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements 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.

### **Kiwisport**

In 2022 Kairanga received \$2210.43 for kiwisport funding. This was again allocated in conjunction with BOT funds to again ensure the children could access swimming instruction at Freyberg pools from qualified instructors. With the cost of pool use, tuition and transport to and from the pool the total cost was in excess of \$5000.

# Kairanga School

## Analysis of Variance 2022



**VISION:** *For Life we are learning. Whaia to matauranga, Kia ora ai tatou.*

### Our Values

- Respect Our Environment Tiaki i a Papa
- Respect Others Whakamana i te tāngata
- Respect Ourselves Whakamana i te tangata

### **Charter Goals**

1. To provide a quality and meaningful learning curriculum for all. (NELP 1 Learners @ the centre (1,2), 2 Barrier Free Access (3,4), 3 Quality Teaching & Leadership (5,6) 4 Future of learning & work (7)

- a. Literacy and numeracy are a priority.
- b. Te ao Māori is prevalent throughout our curriculum & school culture. A strategy is developed to support this implementation.
- c. Assessment aligns with our rich curriculum pedagogy (PLD),
- d. Priority learners are identified and supported to develop
- e. Culturally Responsive and Relational Pedagogy is understood by all staff and actively implemented.
- f. Skilled and enthusiastic staff are employed and supported to continue to grow professionally
- g. Students are the drivers of learning guided by skilled staff. (Inquiry Development)
- h. A strategy is developed for digital resourcing and use.

2. To develop learners who enact our values , (NELP 1 Learners @ the centre (1,2), 2 Barrier Free Access (3,4), 3 Quality Teaching & Leadership (5,6) 4 Future of learning & work (7)

Review and promote our Values

- i. Respect Our Environment Tiaki i a Papa
- ii. Respect Others Whakamana i te tāngata
- iii. Respect Ourselves Whakamana i te tangata

Dispositions

- iv. Link these to our values and regularly unpack these connections in class and whole school gatherings.

leaver profile

- v. The leaver profile defines the ideal toolbox of skills and dispositions that we desire to provide our students with. Complete work on our leaver profile.
- vi. Promote this and develop students' self awareness of their strengths and goals in this area.

3. To connect with the rich resources in our community. (NELP 1 Learners @ the centre (1,2), 2 Barrier Free Access (3,4), 3 Quality Teaching & Leadership (5,6) 4 Future of learning & work (7)

**Staff**

- i. seek to employ staff who meet the diverse needs of the school and our tamariki
- ii. Support our staff to develop their skills and interests that benefit our school.

**Rural**

- iii. Look to connect our curriculum with opportunities Library STEM, House of Science, enviroschools,

**Cultural**

- iv. Ensure that Maori culture is audible and visible within our school.
- v. Strengthen connection with iwi.



## **Parents**

- vi. Actively seek our whanau support and leadership in areas where they have strengths and expertise

## **Environmental**

- vii. Connect our students with the rich natural environments and environmental concepts through our localised curriculum.
- viii. Partner with Lions and our community to maintain and develop community resources (Tennis Courts, Hall, Nature Path)

## **4. Develop a responsive physical environment that meets the needs of our staff and students. (NELP 1 Learners @ the centre (1,2), 2 Barrier Free Access (3,4), 3 Quality Teaching & Leadership (5,6)**

### **Classroom Spaces**

- i. Flexible with breakout spaces for small groups or independent learning.
- ii. Create and implement a furniture replacement plan that ensures furniture matches the pedagogy of the teachers and the needs of the students.

### **The place of play**

- iii. Development of the playground - swings, pathways, loose parts space, hut building, hangout space, water play, performance / dance space, wheels shed, gardens

### **Grounds**

- iv. Students' interests, culture, our local curriculum beliefs and school values are reflected visually.
- v. Our grounds reflect the high academic and interpersonal standards we expect and strive for.
- vi. Ensure we maintain and upgrade plant and facilities for reliable and safe services.

## Māori Achievement Statement

### Rationale

The Treaty of Waitangi is the founding document of New Zealand/Aotearoa, and as such provides for a partnership between Māori as Tangata Whenua and the Crown as the provider of educational services.

### Purpose

Our vision is that Kairanga School will contribute in a meaningful way to improving the achievement of Māori students and create opportunities for the whole school to experience, understand and celebrate te reo me ona tikanga/the Māori Language and Culture as an inherent and special part of our community.

### Guidelines

1. The school will place a particular emphasis on gathering and analysing information on the achievement of Māori students across the curriculum and take proactive steps to improve outcomes for these students where necessary. There will be clear and realistic policies, plans and targets for improving the achievement of Māori students (as per NAG 1(e) and NAG 2A(c))
2. The school will provide learning opportunities for all students that promote and foster te reo me ona tikanga.
3. To enable Māori to achieve educational success as Māori, the school will provide learners with an educational experience that reflects and affirms their identity, language and culture.
4. The school will provide opportunities and encourage participation by all staff and the Board, in initiatives that improve their understanding and appreciation of Te reo me ona tikanga.
5. A Māori perspective will be sought and incorporated (where practicable) into all aspects of school governance, management, operations and curriculum delivery.
6. The identity, language and culture of Māori students and their whānau will be embedded into staff professional learning and development and teacher practice.
7. A strong relationship with the school's Māori community/whanau is fundamental to improving Māori students' achievement. Whanau will be actively engaged in all aspects of governance and management.
8. Our school will continue to consult with and reflect the aspirations, cultural practices and language of our local iwi Rangitane.

### Legislation

<ul style="list-style-type: none"><li>• <u>Te Tiriti o Waitangi</u></li></ul>	<ul style="list-style-type: none"><li>• <u>Education and Training Act NZ</u></li></ul>
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### Related Documents

<ul style="list-style-type: none"><li>• <u>Kairanga Strategic Plan -Tikanga Maori</u></li></ul>	<ul style="list-style-type: none"><li>• <u>Ka Hikitia, Tataiako</u></li></ul>
<ul style="list-style-type: none"><li>• </li></ul>	<ul style="list-style-type: none"><li>• <u><a href="http://temangoroa.tki.org.nz/">http://temangoroa.tki.org.nz/</a></u></li></ul>

## Achievement Targets 2022

Curriculum achievement targets were set by the staff and BoT using the data from the 2022 end of year assessment and reporting.

### Literacy Reading

Goals	Strategies										Outcome
<ul style="list-style-type: none"><li>● Support our 17 children working toward, in year 5-8, to reach their achievement standard.</li><li>● Grow the number of students above expectation from 8 to 16.</li><li>●</li></ul>	<ul style="list-style-type: none"><li>● Provide teacher aide support</li><li>● Training and support for teacher aide</li><li>● Seek Agency/ Specialist support</li><li>● High quality targeted teaching</li><li>● Staff moderation and unpacking of at and above standard..</li><li>● Design learning opportunities that test and extend our able students.</li></ul>										<ul style="list-style-type: none"><li>● TA support in our junior school is still a positive intervention providing a great start to reading</li><li>● TA support in senior school helped support children but the acceleration needed means growth is not reflected in this data.</li><li>● SLA support of two year 5 students has enable yem to make a years progress but they remain working toward their years expectation.</li></ul>
2022											
2021 data											
All students											
2020	Yet to meet the expectation	Reading OTJ	4	0	4	3	7	11	8	7	
2021	Yet to meet the expectation	Reading OTJ	2	2	0	4	4	4	5	3	
2020	At Expectation	Reading OTJ	20	12	16	16	15	8	8	18	
2021	At Expectation	Reading OTJ	20	22	9	17	17	12	10	12	
2020	Above expectation	Reading OTJ	1	1	5	3	0	4	1	0	
2021	Above expectation	Reading OTJ	0	1	2	0	0	5	0	2	

Judgement	End of Year 0	Mid Year 1	End of Year 1	Mid Year 2	End of Year 2	Mid Year 3	End of Year 3	Mid Year 4	End of Year 4	Mid Year 5	End of Year 5	Mid Year 6	End of Year 6	Mid Year 7	End of Year 7	Mid Year 8	End of Year 8	Totals
Well above		1	5 (25.00%)	~					1 (6.67%)						3 (18.75%)			9
Above			5 (25.00%)	1 (4.17%)	6 (25.00%)				3 (20.00%)		3 (11.54%)	8 (33.33%)	4 (25.00%)				3 (17.55%)	33
At	8 (100.00%)		8 (40.00%)	23 (95.83%)	16 (66.67%)				5 (33.33%)		21 (80.77%)	11 (50.00%)	6 (37.50%)				3 (17.55%)	101
Towards			2 (10.00%)		2 (8.33%)				5 (33.33%)		2 (7.69%)	2 (9.09%)	2 (12.50%)				5 (28.11%)	20
Well below									1 (6.67%)			1 (4.55%)	1 (6.25%)				6 (35.29%)	19
Totals	8		20		24		24		15		26		22		16		17	172

#### All students

Judgement	End of Year 0	Mid Year 1	End of Year 1	Mid Year 2	End of Year 2	Mid Year 3	End of Year 3	Mid Year 4	End of Year 4	Mid Year 5	End of Year 5	Mid Year 6	End of Year 6	Mid Year 7	End of Year 7	Mid Year 8	End of Year 8	Totals
Well above			5 (25.00%)						1 (6.67%)						3 (18.75%)			9
Above			5 (25.00%)	1 (4.17%)	6 (25.00%)				3 (20.00%)						4 (25.00%)		3 (17.55%)	33
At	8 (100.00%)		8 (40.00%)	23 (95.83%)	16 (66.67%)				5 (33.33%)				11 (50.00%)		6 (37.50%)		3 (17.55%)	101
Towards			2 (10.00%)		2 (8.33%)				5 (33.33%)				2 (9.09%)		2 (12.50%)		5 (29.41%)	20
Well below									1 (6.67%)				1 (4.55%)		1 (6.25%)		6 (35.29%)	9
Totals	8		20	24	24		24		15		26		22		16		17	172

## Literacy Writing

Goals	Strategies	Outcome																																																																																																																																
<ul style="list-style-type: none"><li>● Support literacy development of the 18 year 6-8 students below in writing.</li><li>● Apply for a centrally funded PLD facilitator to support staff writing development and review of our curriculum.</li><li>● Grow our number of students achieving above the writing standard</li><li>●</li></ul>	<ul style="list-style-type: none"><li>● Provide teacher aide support</li><li>● Seek Agency/ Specialist support</li><li>● High quality targeted teaching</li><li>● Review , consult &amp; develop a plan to grow writing in our school.</li><li>● Apply for PLD funding for a facilitator.</li></ul>	<ul style="list-style-type: none"><li>● We have 80 hours of PLD set for 2023 to support staff with writing</li><li>● We funded a SLA teacher to work with 2 yr 5 students over the year.</li><li>● BOT funded addition TA support in the senior school targeted to literacy.</li><li>● We reduced the number of year 7 students working toward by 2.</li><li>● We increased the number working above in writing by 15 students.</li><li>● This is clearly still an area of development and support with so many children yet to achieve expectation.</li></ul>																																																																																																																																
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All students																																																																																																																																		
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Judgement	End of Year 0	Mid Year 1	End of Year 1	Mid Year 2	End of Year 2	Mid Year 3	End of Year 3	Mid Year 4	End of Year 4	Mid Year 5	End of Year 5	Mid Year 6	End of Year 6	Mid Year 7	End of Year 7	Mid Year 8	End of Year 8	Totals																																																																																																																
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# Numeracy Math

Goals	Strategies	Outcomes																																																																																																																																																																																																																	
<ul style="list-style-type: none"><li>● Continue to resource the 14 students in year 7-8 who are yet to achieve their 2021 standard.</li><li>● Raise student and parent basic facts knowledge in math.</li><li>● Implement a digitized version of the Kairanga Math Plan goals for tracking and sharing with parents.</li><li>● Raise the number of students above.</li></ul>	<ul style="list-style-type: none"><li>● Provide teacher aide support Yr 7-8</li><li>● Investigate targeted app support.</li><li>● High quality targeted teaching</li><li>● Explore and moderate for high achieving students.</li><li>● Whanau support/ evenings</li><li>● Develop and implement a <u>Math Plan</u> that looks to support students, teachers and whanau in math.</li></ul>	<ul style="list-style-type: none"><li>● We managed to accelerate the year 7 achievement raising 5 from toward to at.</li><li>● With the increasing expectations on Year 8 students we did not achieve this goal.</li><li>● The whānau evening was well attended but not by the parent of students who really needed support.</li><li>● Teacher release was provided in term 2-3 to deliver targeted group support.</li><li>● This was well received by the teachers and supported filling gaps in knowledge.</li><li>● Finn and Leonie took part in the just in time math PD which highlighted some additional tools and approaches.</li></ul>																																																																																																																																																																																																																	
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## Culturally Responsive & Relational Practices

Goals	Strategies	
<ul style="list-style-type: none"> <li>● To raise the profile of Te Ao Maori.</li> <li>● To analyze the effectiveness of relationships at all levels of our school.</li> <li>● To increase students sense of belonging and</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers complete NZCER Te Reo Survey.</li> <li>● Students complete a school culture survey. (Include CR&amp;RP questions)</li> <li>● Resource a staff member to facilitate the kapa haka.</li> <li>● Support person for kapa haka leader.</li> <li>● Kahui Ako PLD + WST</li> <li>● Staff Text</li> <li>● Teacher inquiry</li> <li>● Staff visits &amp; reflections</li> <li>● High quality targeted teaching</li> <li>● Hold Powhiri/ mihi whakatau as part of Matariki</li> <li>● Continue connection with our local Marae (Cluster Kapa Haka).</li> <li>● Further art installations and growth staff knowledge and use of te reo.</li> </ul>	<ul style="list-style-type: none"> <li>● Student culture survey showed our tamariki were included and their culture was valued.</li> <li>● Kapa Haka remains a valued part of our school culture.</li> <li>● Work on culturally responsive pedagogy has built staff confidence and affirmed as well as shaped practice. Documentation is still to be finalised.</li> <li>● Teacher te reo development has been supporting the class programmes and teacher confidence.</li> <li>● Connections with Te Rangimarie need further work to ensure authentic and lasting relationships are developed</li> <li>●</li> </ul>



## Strategic Section - Annual Plan

2022

Charter Goal	<i><b>Goal 1: To provide a quality and meaningful learning curriculum for all.</b></i>	5.(NELP 1 Learners @ the centre (1,2), 2 Barrier Free Access (3,4), 3 Quality Teaching & Leadership (5,6) 4 Future of learning & work (7)		
Actions	Indicator/s	Strategies	Outcome	
Align assessment and reporting practices with our SMS and the Kairanga Curriculum Delivery Plan.	Review and re-establish our purposes and processes in Assessment, completing. Build systems for monitoring and reporting student progress and achievement. Consult, plan and develop reporting systems that are purposeful and manageable. Modify and document Kairanga reporting guidelines.	Parent consultation Staff consultation Explore other schools approach to reporting Upskill in SMS use and develop tools useful for our environment	We have the math plan in place and it needs refining still before sharing with whānau. OTJ reporting and EOY reports in HERO worked well. Behaviour reporting was helpful as was the use of eASTLE framework to support OTJ's. Parents using attendance reporting in SMS more and more.	
Priority Learner Monitoring	Refine and improve our identification, tracking and measuring of children of academic concern and the effectiveness of interventions. Integrate this into our SMS systems.	Monitoring was strengthened last year. Finalise template and bring into SMS Include reading recovery students.	The templates are in the system but require further development to be embedded and truly useful.	
Curriculum review of Te Reo Maori & Tikanga in Kairanga School	Monitor and grow our purposes and processes of Te Reo and promotion of Tikanga Maori. Complete a review for the whole school, in line with our understanding of the requirements of the NZC and the needs of our pupils, to provide a localised curriculum in our context. Provide specific Professional Development of Te Reo & Tikanga, what 'good' knowledge, practice and outcomes are for Kairanga School pupils.	Review of a Maori Strategy  Foster connections with Rangitane and Te Rangimarie Marae	Staff Te Reo has grown as has the mana of our leader. Booking made for visit to Te rangimarie in 2023. Kahui ako catch ups have supported relationship. Matariki established as an celebration in the school.	

	Review and update the CDP section of the Te Reo Curriculum in light of new understandings. A continuation of this will continue to be embedded in 2022 CR&RP strategic planning.	Development of Kahui Ako goals and Poutama Achievement Challenge	Development of CR&RP understanding to support our curriculum development and class practice.
<b>Structured Learning Approach (Spelling &amp; Writing) embedding cont.</b>	A continuing focus on the Reading programme and the MSL approach to literacy learning in our school. Implement a buying programme for new and added resources for reading.	New resources purchased focused on the senior school. Target students prioritised.	Resources keep growing and conversations and understanding. Senior targetted support using SLA supporting progress of most in need.
<b>Revitalize and embed the Wetland learning science programme.</b>	Review the implementation of Wetland class projects from 2017. Explore support from Enviroschools, DoC and Horizon's, as well as making connections to the Scientific Community.	Work alongside the lions to develop the area further and make it more accessible and usable throughout the year.	Wetland now a reserve and accessible without adult, labels created and new plantings. Plans to develop path and seating.
<b>Reporting on pupil achievement and progress</b>	In line with our Self-Review policy, detailed Achievement Reports to be collated and consulted with staff, presented to the BoT, and analysed for further school-wide improvement. NZ Curriculum Levels are included, as is the Analysis of Variance. Community to be informed of the outcome of these reports.	Using data to make specific goals in relation to the students and cohorts in most need. Specific, measurable and achievable.	HERO SMS has enabled targeted analysis of student achievement and tracking. Easily identifying individuals within cohorts.
<b>Teacher Inquiry</b>	Complete a full teaching as inquiry cycle focused on elements of the culturally responsive practice we desire to refine in order to improve outcomes for students	Introduce a new scaffold for this process. Complete Practice Analysis Conversations	PAC went really well linked to CR&RP goals. Using the 6 domains as mini inquiry was a great structure for inquiry making it manageable and effective.

2022

Charter Goals	<i>Goal 2: To develop learners who enact our values.</i>	NELP 1 Learners @ the centre (1,2), 2 Barrier Free Access (3,4), 3 Quality Teaching & Leadership (5,6) 4 Future of learning & work (7)		
Actions	Indicator	Strategies	Outcome	
'Kairanga Kid' continuation	Kairanga Kid to be used in all classes consistently, to increase pupil personal development, learning engagement, goal-setting, belonging and safety. Communication of the K-Kid to be further presented for families, to increase awareness and use at home.	Share this with the community and students. Make it part of our daily communication with students.	Keeping this going has been ok but aligning to our understanding of CR&RP may better support our teacher development and values. Work on this in 2023 is needed.	
Complete, refine and embed school values.	New values known by staff students and wider community. Students identify how they are enacting the value.	Reintroduce the values, link them to the K Kid, K Kard and other aspects of school life. Link values to assembly reminders.	This may be part of the WST role.	
School Culture review	Complete a culture review twice a year seeking input from staff, students and whanau.	Send to students, parents and staff.	Completed with students providing great data. Parent input was less useful as there were low numbers of returned forms. Look to use different forms of parent communication in 2023.	
Kahui Ako - Community of Learning	In 2020 the Kāhui Ako has received funds from the Ministry of Education to support professional learning in Culturally Responsive and Relational Pedagogy (CR&RP). It is expected that work on CR&RP will involve several years of instruction, planning and action.	Continue to grow and share the development of CR&RP with the staff and begin having greater impact at a classroom level.	Participation and use of Kahui ako resources while developing our own understandings and working at our own pace has been successful. Staff have a solid foundational knowledge and now are looking to expand our understanding to specific curriculum contexts.	

Charter Goals	<b>Goal 3:</b> To connect with the rich resources in our community.	NELP 1 Learners @ the centre (1,2), 2 Barrier Free Access (3,4), 3 Quality Teaching & Leadership (5,6) 4 Future of learning & work (7)		
Actions	Indicator	Strategies	Outcome	
Connect with our local iwi	Students will know who our iwi are and understand the connections in our area.	Te Kawanu Kapahaka visit Te Rangimarie Marae. Develop Mari Strategy.	Not Achieved in 2022	
Development of Maori Strategy	Kapa Haka will be active and seen as a taonga in our school. Te Reo will be heard regularly and valued within our school. The aspirations for our Maori whanau will be known and the resources and capacity to meet them planned for.	Appoint the lead teacher with release. Identify Kaumatua/ Kuia Engage community. Develop Whanau Roopu and begin implementing the goals from the strategy. Identify a staff member with responsibility. Set termly goals for language use and have staff termly meetings to support implementation of language and CR&RP.	Strategy is in place and working toward goals. Reconnecting with whanau is a priority for 2023.  We will have a WST and ASL based at our school in 2023 which hopefully will support accelerated development.	

<b>Develop Native Reserve &amp; Courts</b>	The Native area will be a well presented and rich resource for learning and recreation.	Active working group for tennis courts and native reserve Engage Community Probation to support clean up. Include council and lions within the working group.	Progress in the nature reserve has been steady with new areas and planting. Student development and ownership as well as learning tools. Further work is planned for 2023.
<b>Develop opportunities to utilize the people, places and resources in our community.</b>	Staff discuss the rich resources we have regularly and plan learning that enhances our curriculum from these opportunities. Invite experts in and visit locations to grow our understanding and connections. Parents, local business etc.	Invite in library services. Allocate staff/ team meeting time to talk of community resources.	

2022

<b>Charter Goal</b>	<b>Goal 4: Develop a responsive physical environment that meets the needs of our staff and students.</b>	NELP 1 Learners @ the centre (1,2), 2 Barrier Free Access (3,4), 3 Quality Teaching & Leadership (5,6)	
<b>Actions</b>	<b>Indicator</b>	<b>Strategies</b>	<b>Outcome</b>
<b>Property Plan reviewed, updated and begun</b>	Using appropriate consultants (EdServices) to continue to review the needs of the school and meet the requirements laid out in the MoE Handbook and 5YPP, to ensure the best physical facilities for our pupils. Identify Project for Property top up funding and our next 5 year plan starting in 2022.	Review last plans completed from the past 5 year plan. Asset replacement plan used to guide purchasing.	New 10 YPP in place. 1st set of tenders are in but yet to be allocated. Work on projects starts early 2023.  Technology replacement plan is moving along steadily.

### Additional areas of review and development 2022

Self Review	Indicator	Strategies	Outcome
<b>Teacher Inquiry model implemented and refined</b>	The Kairanga School model of Teacher Inquiry will be reviewed, combining the present systems of Appraisal, Critical Friends and PD Reflection. Inquiry to be the basis of reflection, discussion, collaboration and improvement in school achievement.	All teachers maintain effective Professional Reflection Journals throughout the year. Review to ascertain the effectiveness of this programme to provide reflection, observation and collegial discussions and improvements for Teachers and Pupils, throughout the year.	
<b>Teacher Appraisal Model Reviewed</b>	All teaching staff are to undergo a course of professional reflection, reading, professional development and formal appraisal, (including observation), according to BoT policy (see above).	Read Teaching to the North East by Graham Bishop with Staff. Develop a pedagogy statement from 2020-21 readings and shared beliefs.	
<b>Principal Appraisal</b>	The principal will undergo a course of professional reflection, reading, professional development and formal appraisal, according to BoT policy. This will include participation in a PLG, facilitated through Carol Lynch.	This appraisal will be completed by the BOT Chair This year plus PLG, using the Principal's Agreement as the basis.	Appraisal process completed. Professional Growth Cycles and a new framework will have a bearing on this from 2022.
<b>Health &amp; Well-Being Climate</b>	Survey school community via BoT major Community Consultation, personnel and pupils on various Health & Well-Being facets	Look to use the NZCER culture survey questions in the student & staff	

	of the school climate, culture and environment.	review. Complete this in term one and three.	
<b>Policy &amp; Documentation</b>	<p>The Principal, BOT and Leadership will complete review of key policy, procedures and curriculum documentation as per the <u>BOT workplan</u>.</p> <p>Assessment &amp; Reporting will be reviewed as outlined above in PLD.</p>		All policies due for review were completed as well as development of additional guidelines around transgender inclusion.

### Other 2022 Key Improvement Strategies to Achieve Strategic Vision

Property Goal	Indicator	Strategies	Outcome
School grounds and buildings are maintained.	<p>Monthly safety reports are completed, water testing is completed, MoE requirements for reporting are met. Property file kept up-to-date.</p> <p>Painting contract (Wash-downs and Touch-ups only).</p> <p>Working Bee arranged as needed and COVID restrictions allow.</p>	Informed and active BoT	<p>Complete all including new water testing expectations.</p> <p>Additional painting to brighten the school approved by the BOT.</p>
Buildings and grounds are developed	<p>5YPP used to guide property development.</p> <p>Planting along the field boundary fence continued.</p> <p>Heat Pump replacement funding applications sought.</p> <p>Begin communication in preparation of the next 5 year plan.</p> <p>Funding of Tennis Courts applied as per the plans for this space, in partnership with the Hall.</p> <p>Explore and Plan the best use of Ministry Top Up Funding</p>	Long-Term financial viability is maintained	<p>10 YPP addresses all areas of concern as well as additional opportunity to create covered area for outdoor play.</p> <p>Tennis courts is an ongoing development</p>



## Health and Safety (NAG 5)

2022

Goal	Indicator	Outcome
<b>The School grounds and buildings are safe, secure &amp; healthy</b>	<p>Monthly property checks are completed and items fixed as required.</p> <p>Argest documents completed online.</p> <p>Fence review of boundary fencing and implications of full-fencing.</p> <p>Milk In Schools continues.</p> <p>School playground reviewed and investigated as to safety and maintenance, Create an asbestos audit of the school.</p>	<p>Checks completed and submitted.</p> <p>All work request notices are actioned.</p> <p>Draft asbestos plan created</p>
<b>All personnel, pupils and visitors to our school are safe.</b>	<p>Emergency Evacuations will occur each term. Adjustments made as needed.</p> <p>Any perceived dangers reported to the Office, Caretaker, or Principal will be investigated and fixed, if necessary.</p> <p>New Health &amp; Safety law implemented through the review of our policies and procedure, in light of new MoE guidelines.</p> <p>All staff to have self-run PD in the roles and responsibilities included in new legislation.</p> <p>Community continued to be informed and educated of new H&amp;S requirements, through meetings, newsletters and Facebook of how to be safe at school and reporting incidents or hazards.</p>	<p>Completed as required</p>
<b>Staff sickness will be managed.</b>	<p>Continuing review on how to support staff well-being, including 'flu-immunisation offer to staff.</p> <p>Twice yearly staff surveys as part of appraisal with a focus section on wellbeing.</p>	<p>Flu jab was offered to staff.</p> <p>Sickness is well managed.</p> <p>Discretionary leave managed to meet family commitments where possible.</p>

## Legislation and Community Partnership

2022

Goal	Indicator	Outcome
Administration within the school will meet MoE requirements and ensure a smooth-running school.	<p>Annually review the Procedures Handbook for teachers, ensuring clarity around expectations throughout the school.</p> <p>Digitise access to policy and procedure for staff.</p> <p>ENROL processes are reviewed, updating and changing details as needed.</p> <p>Review the Parents Handbook and brochures, updating as needed.</p> <p>Update the school website, with staff, newsletters and photos.</p> <p>Review the MoE guidelines on Roll Returns to ensure we effectively and efficiently meet the reporting requirements.</p> <p>Review the MoE guidelines about Charters, Annual reports,</p> <p>Review and implement COVID guidelines 2022</p>	<p>Regular communication through the newsletter &amp; seesaw for class communication. Developed the use of the communication tool within the HERO SMS.</p> <p><u>Web portal created</u> to link all staff documents. BOT Portal Added.</p> <p>School website updated as necessary including the newsletter.</p> <p>MOE guidance followed and reported to the BOT</p>
The Kairanga community will be informed and consulted about their school, of which they can be proud.	<p>Home &amp; School will be encouraged to fundraise for additional BoT property and learning priorities.</p> <p>Regular social activities will be encouraged, with continued Community Picnic.</p> <p>Parent evenings involving charter development areas will be explored.</p>	<p>COVID has really impacted these. 2022 will be a welcome change of pace.</p>
Kahui Ako - Community of Learning	The LCS Community Awareness area is concerned with building and maintaining strong, positive, educationally focussed relationships. This is also the goal of the Kahui Ako.	<p>Review Completed. These goals communicated through staff through Inquiry, New WST PLD, Maori Strategy and Poutama Plan to achieve change.</p>