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New Zealand

**INDEPENDENT AUDITOR'S REPORT**  
**TO THE READERS OF OTAMARAKAU SCHOOL'S FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 DECEMBER 2020**

The Auditor-General is the auditor of Otamarakau School (the School). The Auditor-General has appointed me, Fraser Lellman, using the staff and resources of BDO Tauranga, 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 19, that comprise the statement of financial position as at 31 December 2020, 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 2020; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards Reduced Disclosure Regime as applicable to entities that qualify as Tier 2.

Our audit was completed on 28 May 2021. 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.

PARTNERS: Fraser Lellman CA  
Donna Taylor CA

Kenneth Brown CA  
Paul Manning CA

Janine Hellyer CA  
Jenny Lee CA

ASSOCIATE: Michael Lim CA

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

### **Responsibilities of the Board for the financial statements**

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

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

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

### **Responsibilities of the auditor for the audit of the financial statements**

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

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

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

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

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

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

to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

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

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

Our responsibilities arise from the Public Audit Act 2001.

#### **Other information**

The Board is responsible for the other information. The other information comprises the analysis of variance, Board of Trustees listing and Kiwisport report, but does not include the financial statements, and our auditor's report thereon.

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

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

#### **Independence**

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

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



Fraser Lellman  
BDO Tauranga  
On behalf of the Auditor-General  
Tauranga, New Zealand

# OTAMARAKAU SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2020

#### School Directory

**Ministry Number:** 1872

**Principal:** Andrea Dance

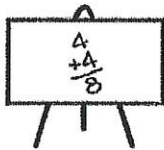
**School Address:** 2216 Old Coach Rd, Te Puke

**School Postal Address:** 2216 Old Coach Rd, RD 3, Te Puke 3186

**School Phone:** 07 533 3783

**School Email:** [office@otamarakau.school.nz](mailto:office@otamarakau.school.nz)

**Accountant / Service Provider:**



**EDUCATION  
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# OTAMARAKAU SCHOOL

Annual Report - For the year ended 31 December 2020

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Kiwisport

BOT List

# Otamarakau School

## Statement of Responsibility

For the year ended 31 December 2020

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

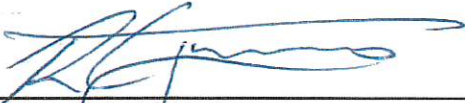
The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

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

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

Rikki James

Full Name of Board Chairperson



Signature of Board Chairperson

27/05/21

Date:

PATRICIA REDDISH

Full Name of Principal



Signature of Principal

27/5/21.

Date:

# Otamarakau School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
<b>Revenue</b>				
Government Grants	2	909,317	719,000	769,803
Locally Raised Funds	3	40,723	44,500	131,402
Interest income		235	2,000	848
		<u>950,275</u>	<u>765,500</u>	<u>902,053</u>
<b>Expenses</b>				
Locally Raised Funds	3	31,679	24,300	47,961
Learning Resources	4	645,635	487,150	541,361
Administration	5	95,283	82,700	77,880
Finance		1,303	-	1,299
Property	6	176,652	169,400	170,652
Depreciation	7	34,217	23,400	28,345
		<u>984,769</u>	<u>786,950</u>	<u>867,498</u>
<b>Net Surplus / (Deficit) for the year</b>		(34,494)	(21,450)	34,555
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u>(34,494)</u>	<u>(21,450)</u>	<u>34,555</u>

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



# Otamarakau School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2020

	Notes	Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
<b>Balance at 1 January</b>		287,261	287,261	250,661
Total comprehensive revenue and expense for the year		(34,494)	(21,450)	34,555
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	2,045
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9		-	-	-
<b>Equity at 31 December</b>	22	252,767	265,811	287,261
Retained Earnings		252,767	265,811	287,261
Reserves		-	-	-
<b>Equity at 31 December</b>		252,767	265,811	287,261

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.





# Otamarakau School

## Statement of Financial Position

As at 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	83,630	72,273	109,609
Accounts Receivable	9	39,167	40,000	40,076
GST Receivable		3,891	2,356	2,356
Funds due from MOE for Capital Works	16	1,212	-	-
Prepayments		5,726	6,788	6,788
Investments	10	15,800	14,860	14,860
		<u>149,426</u>	<u>136,277</u>	<u>173,689</u>
<b>Current Liabilities</b>				
Accounts Payable	12	57,068	50,000	49,221
Revenue Received in Advance	13	-	2,798	2,798
Provision for Cyclical Maintenance	14	9,000	-	10,800
Finance Lease Liability - Current Portion	15	5,700	4,584	4,584
Funds held for Capital Works Projects	16	-	-	10,941
		<u>71,768</u>	<u>57,382</u>	<u>78,344</u>
<b>Working Capital Surplus/(Deficit)</b>		<b>77,658</b>	<b>78,895</b>	<b>95,345</b>
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	195,410	203,719	209,119
		<u>195,410</u>	<u>203,719</u>	<u>209,119</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	12,083	11,500	7,500
Finance Lease Liability	15	8,218	5,303	9,703
		<u>20,301</u>	<u>16,803</u>	<u>17,203</u>
<b>Net Assets</b>		<u><u>252,767</u></u>	<u><u>265,811</u></u>	<u><u>287,261</u></u>
<b>Equity</b>	22	<u><u>252,767</u></u>	<u><u>265,811</u></u>	<u><u>287,261</u></u>

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



# Otamarakau School

## Statement of Cash Flows

For the year ended 31 December 2020

		2020	2020	2019
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		253,749	189,000	188,775
Locally Raised Funds		36,875	44,500	131,614
Goods and Services Tax (net)		(1,535)	-	13,717
Payments to Employees		(147,608)	(121,000)	(113,871)
Payments to Suppliers		(128,009)	(107,695)	(210,551)
Cyclical Maintenance Payments in the year		(4,413)	(10,800)	(5,000)
Interest Paid		(1,303)	-	(1,299)
Interest Received		235	2,000	848
<b>Net cash from/(to) Operating Activities</b>		<b>7,991</b>	<b>(3,995)</b>	<b>4,233</b>
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(13,372)	(18,000)	(46,126)
Purchase of Investments		(940)	-	(2,560)
<b>Net cash from/(to) Investing Activities</b>		<b>(14,312)</b>	<b>(18,000)</b>	<b>(48,686)</b>
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	2,045
Finance Lease Payments		(7,505)	(4,400)	(4,728)
Funds Held for Capital Works Projects		(12,153)	(10,941)	84,382
<b>Net cash from/(to) Financing Activities</b>		<b>(19,658)</b>	<b>(15,341)</b>	<b>81,699</b>
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(25,979)</b>	<b>(37,336)</b>	<b>37,246</b>
Cash and cash equivalents at the beginning of the year	8	109,609	109,609	72,363
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>83,630</b>	<b>72,273</b>	<b>109,609</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.



# Otamarakau School

## Notes to the Financial Statements

### For the year ended 31 December 2020

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

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

##### b) Basis of Preparation

###### *Reporting Period*

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

###### *Basis of Preparation*

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

###### *Financial Reporting Standards Applied*

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

###### *PBE Accounting Standards Reduced Disclosure Regime*

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

###### *Measurement Base*

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

###### *Presentation Currency*

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

###### *Specific Accounting Policies*

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

###### *Critical Accounting Estimates And Assumptions*

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

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



#### *Cyclical maintenance*

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

#### *Useful lives of property, plant and equipment*

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

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

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

#### *Classification of leases*

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

#### *Recognition of grants*

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

#### **c) Revenue Recognition**

##### **Government Grants**

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

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

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

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

##### **Other Grants**

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

Grants for the use of land and buildings are also 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 Proprietor. Use of land and building grants are recorded as income in the period the school uses the land and building.

##### **Donations, Gifts and Bequests**

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

##### **Interest Revenue**

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

#### **d) Use of Land and Buildings Expense**

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

#### **e) Operating Lease Payments**

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

#### **f) Finance Lease Payments**

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



**g) Cash and Cash Equivalents**

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

**h) Accounts Receivable**

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

**i) Investments**

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

**j) Property, Plant and Equipment**

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

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

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

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

**Finance Leases**

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

**Depreciation**

Property, plant and equipment 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 to Crown Owned Assets	20–50 years
Furniture and equipment	5–10 years
Information and communication technology	5 years
Motor vehicles	5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value



**k) Impairment of property, plant, and equipment and intangible assets**

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

*Non cash generating assets*

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

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

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

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

**l) 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.

**m) Employee Entitlements**

*Short-term employee entitlements*

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

*Long-term employee entitlements*

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

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

**n) Revenue Received in Advance**

Revenue received in advance relates to fees received from [International, hostel] students and grants received] (delete as appropriate) 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.

**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 for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

**p) Financial Instruments**

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

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

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

**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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operational Grants	187,225	164,500	152,325
Teachers' Salaries Grants	527,705	400,000	450,372
Use of Land and Buildings Grants	133,105	130,000	131,545
Other MoE Grants	60,142	24,500	30,041
Other Government Grants	1,140	-	5,520
	<u>909,317</u>	<u>719,000</u>	<u>769,803</u>

The school has opted in to the donations scheme for this year. Total amount received was \$11,700.

Other MOE Grants total includes additional COVID-19 funding totalling \$19,039 for the year ended 31 December 2020.

## 3. Locally Raised Funds

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
<b>Revenue</b>			
Donations	648	14,000	83,711
Activities	11,776	15,500	16,202
Trading	2,543	500	588
Other Revenue	25,756	14,500	30,901
	<u>40,723</u>	<u>44,500</u>	<u>131,402</u>
<b>Expenses</b>			
Activities	17,375	6,800	29,600
Trading	10,549	6,500	1,240
Transport (Local)	-	7,500	14,048
Other Locally Raised Funds Expenditure	3,755	3,500	3,073
	<u>31,679</u>	<u>24,300</u>	<u>47,961</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>9,044</u>	<u>20,200</u>	<u>83,441</u>

## 4. Learning Resources

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Curricular	10,701	16,400	15,128
Employee Benefits - Salaries	627,326	464,500	521,798
Staff Development	7,608	6,250	4,435
	<u>645,635</u>	<u>487,150</u>	<u>541,361</u>





## 5. Administration

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Audit Fee	3,800	4,200	4,450
Board of Trustees Fees	1,595	3,500	880
Board of Trustees Expenses	5,363	3,000	6,182
Communication	2,249	3,300	3,906
Consumables	4,722	4,500	4,847
Operating Lease	-	-	2,639
Other	29,554	21,100	16,252
Employee Benefits - Salaries	36,006	33,000	27,777
Insurance	6,894	5,000	5,847
Service Providers, Contractors and Consultancy	5,100	5,100	5,100
	<u>95,283</u>	<u>82,700</u>	<u>77,880</u>

## 6. Property

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Caretaking and Cleaning Consumables	1,893	1,900	2,276
Consultancy and Contract Services	2,250	-	-
Cyclical Maintenance Provision	7,196	4,000	7,450
Grounds	2,848	6,300	5,968
Heat, Light and Water	5,010	6,500	5,457
Repairs and Maintenance	4,796	4,200	2,144
Use of Land and Buildings	133,105	130,000	131,545
Security	308	500	510
Employee Benefits - Salaries	19,246	16,000	15,302
	<u>176,652</u>	<u>169,400</u>	<u>170,652</u>

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

## 7. Depreciation

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Buildings - School	-	-	-
Building Improvements - Crown	6,685	6,000	6,685
Furniture and Equipment	6,370	4,000	5,567
Information and Communication Technology	5,675	2,500	5,471
Motor Vehicles	6,052	6,000	2,523
Leased Assets	9,103	4,400	7,719
Library Resources	332	500	380
	<u>34,217</u>	<u>23,400</u>	<u>28,345</u>





### 8. Cash and Cash Equivalents

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Bank Call Account	49,662	72,273	77,278
Short-term Bank Deposits	33,968	-	32,331
<b>Cash and cash equivalents for Statement of Cash Flows</b>	<b>83,630</b>	<b>72,273</b>	<b>109,609</b>

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

### 9. Accounts Receivable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Te Puke Transport Network	3,899	-	3,899
Banking Staffing Underuse	-	-	2,988
Teacher Salaries Grant Receivable	35,268	40,000	33,189
	<b>39,167</b>	<b>40,000</b>	<b>40,076</b>
Receivables from Exchange Transactions	-	-	-
Receivables from Non-Exchange Transactions	39,167	40,000	40,076
	<b>39,167</b>	<b>40,000</b>	<b>40,076</b>

### 10. Investments

The School's investment activities are classified as follows:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Asset			
Short-term Bank Deposits	-	-	-
Investment in Shares	15,800	14,860	14,860
<b>Total Investments</b>	<b>15,800</b>	<b>14,860</b>	<b>14,860</b>

### 11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2020</b>						
Building Improvements	122,419	-	-	-	(6,685)	115,734
Furniture and Equipment	24,199	11,562	-	-	(6,370)	29,391
Information and Communication Technology	18,916	1,810	-	-	(5,675)	15,051
Motor Vehicles	27,738	-	-	-	(6,052)	21,686
Leased Assets	13,191	7,136	-	-	(9,103)	11,224
Library Resources	2,656	-	-	-	(332)	2,324
<b>Balance at 31 December 2020</b>	<b>209,119</b>	<b>20,508</b>	<b>-</b>	<b>-</b>	<b>(34,217)</b>	<b>195,410</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
<b>2020</b>			
Building Improvements	210,412	(94,678)	115,734
Furniture and Equipment	134,544	(105,153)	29,391
Information and Communication Technology	33,343	(18,292)	15,051
Motor Vehicles	59,391	(37,705)	21,686
Leased Assets	35,007	(23,783)	11,224
Library Resources	43,109	(40,785)	2,324
<b>Balance at 31 December 2020</b>	<b>515,806</b>	<b>(320,396)</b>	<b>195,410</b>

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
<b>2019</b>						
Building Improvements	129,104	-	-	-	(6,685)	122,419
Furniture and Equipment	20,171	9,595	-	-	(5,567)	24,199
Information and Communication Technology	18,117	6,270	-	-	(5,471)	18,916
Motor Vehicles	-	30,261	-	-	(2,523)	27,738
Leased Assets	15,528	5,382	-	-	(7,719)	13,191
Library Resources	3,036	-	-	-	(380)	2,656
<b>Balance at 31 December 2019</b>	<b>185,956</b>	<b>51,508</b>	<b>-</b>	<b>-</b>	<b>(28,345)</b>	<b>209,119</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
<b>2019</b>			
Building Improvements	210,412	(87,993)	122,419
Furniture and Equipment	124,181	(99,982)	24,199
Information and Communication Technology	50,589	(31,673)	18,916
Motor Vehicles	59,391	(31,653)	27,738
Leased Assets	27,871	(14,680)	13,191
Library Resources	43,109	(40,453)	2,656
<b>Balance at 31 December 2019</b>	<b>515,553</b>	<b>(306,434)</b>	<b>209,119</b>



**12. Accounts Payable**

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operating Creditors	5,191	5,000	11,489
Accruals	15,393	5,000	3,700
Employee Entitlements - Salaries	35,268	40,000	33,189
Employee Entitlements - Leave Accrual	1,216	-	843
	<u>57,068</u>	<u>50,000</u>	<u>49,221</u>
Payables for Exchange Transactions	57,068	50,000	49,221
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>57,068</u>	<u>50,000</u>	<u>49,221</u>

The carrying value of payables approximates their fair value.

**13. Revenue Received in Advance**

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Other	-	2,798	2,798
	<u>-</u>	<u>2,798</u>	<u>2,798</u>

**14. Provision for Cyclical Maintenance**

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Provision at the Start of the Year	18,300	18,300	15,850
Increase/ (decrease) to the Provision During the Year	7,196	4,000	7,450
Use of the Provision During the Year	(4,413)	(10,800)	(5,000)
Provision at the End of the Year	<u>21,083</u>	<u>11,500</u>	<u>18,300</u>
Cyclical Maintenance - Current	9,000	-	10,800
Cyclical Maintenance - Term	12,083	11,500	7,500
	<u>21,083</u>	<u>11,500</u>	<u>18,300</u>



## 15. Finance Lease Liability

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
No Later than One Year	5,700	4,584	4,584
Later than One Year and no Later than Five Years	8,218	5,303	9,703
Later than Five Years	-	-	-
	<u>13,918</u>	<u>9,887</u>	<u>14,287</u>

## 16. 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:

	2020	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
Ramps	<i>in progress</i>	3,959	-	-	-	3,959
Property Stage 1	<i>in progress</i>	6,982	-	15,376	-	(8,394)
Room 4 Refurbishment	<i>in progress</i>	-	51,299	47,611	-	3,688
Decking/Testing	<i>in progress</i>	-	7,623	8,088	-	(465)
Totals		<u>10,941</u>	<u>58,922</u>	<u>71,075</u>	<u>-</u>	<u>(1,212)</u>

### Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Due from the Ministry of Education

-  
1,212

(1,212)

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
Ramps	<i>completed</i>	-	43,432	39,473	-	3,959
Block B	<i>in progress</i>	(73,441)	73,441	-	-	-
Property Stage 1	<i>in progress</i>	-	10,076	3,094	-	6,982
Totals		<u>(73,441)</u>	<u>126,949</u>	<u>42,567</u>	<u>-</u>	<u>10,941</u>



## 17. 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.

## 18. Remuneration

### Key management personnel compensation

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

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	1,595	880
Full-time equivalent members	0.09	0.07
<i>Leadership Team</i>		
Remuneration	107,053	103,886
Full-time equivalent members	1.00	1.00
Total key management personnel remuneration	108,648	104,766
Total full-time equivalent personnel	1.09	1.07

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

### Principal 1

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

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	100-110	100-110
Benefits and Other Emoluments	3-4	3-4
Termination Benefits	-	-

### Other Employees

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

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



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

## 19. Compensation and Other Benefits Upon Leaving

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

	2020 Actual	2019 Actual
Total	-	-
Number of People	-	-

## 20. Contingencies

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

### *Holidays Act Compliance – schools payroll*

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

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

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

## 21. Commitments

### (a) Capital Commitments

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

(a) Contract for Room 4 Upgrade to be completed in 2021, which will be fully funded by the Ministry of Education. \$51,299 has been received of which \$47,611 has been spent on the project to date;

As at 31 December 2019 the Board had entered into contract agreements for capital works as follows:

(a) Contract for Ramps to be completed in 2020, which will be fully funded by the Ministry of Education. \$43,432 has been received of which \$39,473 has been spent on the project to date; and

(b) Contract for Property (Stage 1) to be completed in 2020, which will be fully funded by the Ministry of Education. \$10,076 has been received of which \$3,094 has been spent on the project to date

### (b) Operating Commitments

As at 31 December 2020 there are no operating commitments. (2019: Nil)



## 22. Managing Capital

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

## 23. Financial Instruments

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

### Financial assets measured at amortised cost

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash and Cash Equivalents	83,630	72,273	109,609
Receivables	39,167	40,000	40,076
Investments - Term Deposits	15,800	14,860	14,860
Total Financial assets measured at amortised cost	<u>138,597</u>	<u>127,133</u>	<u>164,545</u>

### Financial liabilities measured at amortised cost

Payables	57,068	50,000	49,221
Finance Leases	13,918	9,887	14,287
Total Financial Liabilities Measured at Amortised Cost	<u>70,986</u>	<u>59,887</u>	<u>63,508</u>

## 24. Events After Balance Date

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





### **Writing Actions:**

1. Release staff to review summative and formative data and use this to determine the learning needs of target students. This should be linked to ALL research project research and findings.
2. Ensure writing experiences have a purpose and opportunities for a wider audience eg. writing responder, buddy writing, blogs, emails.
3. Further, develop our ability to accurately moderate writing samples across and within our teams - this to continue narrowing the discrepancy naturally found across teams within the same school.
4. Work with whanau on ways to support our students with their writing learning, including Student-led learning conferences, passion time, and student-parent information evenings.
5. Use class visits, to explore best practices throughout and across schools.
6. Use a variety of technologies to motivate students and facilitate 'real' and wider audiences.
7. Link writing to real-life purposes as well as across subjects. Emphasis on the writing students do outside of 'writing' time.
8. Termly OTJ moderation within and across teams plus 5-week monitoring.
9. Continue to refine and embed the Writing Learning Progressions and their use across the school.
10. Ensure familiarity with Taha Maori as per our Curriculum Implementation Plan.
11. Professional readings such as Sheena Cameron (for early writers this could be a review of her oral language book when it is released).
12. Continue to focus on using WALT/SC to help students with our learning questions (eg. What are you learning? Why are you learning it?)
13. Examples of best practise, making connections, focus on priming, visible learning, co-teaching strategies, evidence-based practise (use of data and research as well as experience.)

### **Writing Target Group:**

Total of .....of the target students (those who did not make a year's progress in 2019) moved ahead by ? in writing by the end of 2020.

### **Writing Target Group (Maori):**

Total of ..... of the target students (those who did not make a year's progress in 2019), who identify as Maori, moved ahead by .....in writing by the end of 2020.

**Results comment/outcomes to go with graphs: You will have these and hopefully can pop them into the format ok.**

### **Reasons for variance**

There was a renewed focus on explicitly teaching writing skills and elements of writing- especially a focus on timely feedback. We have begun to build teacher capacity through co-coaching so teachers became confident in designing real learning experiences, analysing data and trends, how to address gaps, and meet student learning needs- in particular

developing a culturally responsive pedagogy. We had Colleen Wills coaching and mentoring staff which was extremely powerful.

Where to next this is your section for staff to work on?

#### Strategic Actions

This needs to have your spin on this as the actions are for this year

#### Reading Actions:

1. Literacy Enthusiasts group to review Rainbow Reading, Reading Recovery interventions and visit other schools to look at alternatives.
2. Staff review summative and formative data and use this to determine the learning needs of target students. This should all be linked to research and the ALL project.
3. Organise students into interventions and/or support programs as identified by their needs. This includes identified teaching and learning opportunities by class teachers.
4. Report on the target students to the board and Principal/DP once a term, refer to the data in team meetings, planning sessions. This to be overseen by class teachers.
5. Termly OTJ moderation within the school and five-week monitoring.
6. Continue to refine and embed the Writing Learning Progressions and their use across the school.
7. Professional development for effective use of Reading Eggs.
8. Continue to focus on using WALT/SC to help students with our learning questions (eg. What are you learning? Why are you learning it?)
9. Work with whanau on ways to support our students with their reading, including termly student-led conferences and target student-parent information evenings.
10. Targeted parents contacted and regular discussion taking place.
11. Continue to use appraisal and class visits to explore best practices throughout and across schools.
12. Explore and research for reading interventions.

**Results comment to go with graphs: You will have these and hopefully can pop them in to the format ok**

#### Reading Target Group:

Total of ? of the target students (those who did not make a year's progress in 2019) moved ahead by ? or more levels (Level 1-30) and ? or more levels (above level 30) in Reading by the end of 2020.

#### Reading Target Group (Maori):

Total of ? of the target students (those who did not make a year's progress in 2019), who identify as Maori, moved ahead by four or more levels (Level 1-30) and ? or more levels (above level 30) in Reading by the end of 2020.

## **EVALUATION**

Continue to embed the concepts we developed in 2020.  
Many were new initiatives.

The student's voice indicated the programs needed to be fun and rewarding.

Teachers enjoyed and found value in the ownership of OTJs  
The motto of TEST LESS NOTICE MORE RESPOND is the overarching goal.

CSP editing tool to be embedded and aligned in all classes with the same language being embedded.

Continue to build teacher capability and look for opportunities for growth and development.

Pedagogical Knowledge to improve practice development of this further.

Moderation meetings that are taken place will incorporate trends to look at ways to combat the patterns noticed.

### **Maths Actions:**

1. Revision and streamlining of the Maths Learning Progressions. Continue to embed these within teams and across the school.
2. Termly OTJ moderation within and across teams.
3. Continue to develop the teacher's ability to make accurate OTJs using a variety of assessment and learning samples.
4. Professional Development for teachers with Numicon focuses on strategies to help with a multi level problem-solving approach and ensuring students have rich tasks to practise their Maths knowledge/skills in different and 'real life' contexts.
5. Continue to use appraisal and class visits to explore best practices throughout and across schools.
6. Work with whanau on ways to support our students with their maths (especially foundation skills and basic facts), including student learning conferences.
7. Continue to focus on using WALT/SC to help students with our learning questions (eg. What are you learning? Why are you learning it?)
8. Report on the target students to the board and Principal/DP once a term, refer to the data in team meetings, planning sessions.
9. Staff to review summative and formative data and use this to determine the learning needs of target students.

### **Results comments to go with graphs:**

#### **Maths Target Group:**

Total of ....of the target students (those who did not make a year's progress in 2019) moved ahead by one or more stages in Maths by the end of 2020.

#### **Maths Target Group (Maori):**

Total of ..... of the target students (those who did not make a year's progress in 2019), who identify as Maori, moved ahead by one or more stages in Maths by the end of 2020.

### **Reason for Variance**

Frontloading was an adopted strategy from our ALL program which proved powerful and will be continued within our maths program.

Full-time teacher aides to support our target learners both in class and withdrawal groups supporting the teacher's program. This increased the positive outcomes for teachers, students, and whanau. We know that we need an increase in basic numbers as gaps indicated that this fundamental needs extra attention.

Our learning PIT and learning goals for each student. Ownership made students accountable and aware of how they could reach their goal. This has worked well.

Teachers utilising their OTJ as a professional judgment has been empowering.

### **Evaluation**

Continue to embed the concepts we developed in 2020.

Numicon was implemented and teachers like the logic and simplicity that this program offers. DP exploring PD for new staff.

Student voice survey indicated that maths needs to be more fun.

Teachers enjoyed and found value in the ownership of OTJs

The motto of TEST LESS NOTICE MORE RESPOND was the overarching goal.

Conferencing more regularly aided in meeting individual needs.

Number basics needed to be repeated to embed. 5 week monitoring vital for planning.

Continue to build teacher capability and look for opportunities of growth and development.

### **Strategic Plan:**

**Curriculum Development-** Implement an innovative curriculum that is personalised to the needs and interests of our learners

**Learning Support-** Support, foster and provide learning opportunities for all learners

**Cultural Responsiveness-** continue to enhance our Maori students sense of identity, language and culture. Celebrate cultural diversity

**Wellbeing-** Building resilience and wellbeing within Otamarakau

### **Teacher Goals:**

- High expectations for all learners
- Shared Learning Goals and Next Steps visible and in learner language
- 5-week monitoring
- Frontloading
- Learning Pit/ Student Agency
- Common Language

- Visual Tracking



# Otamarakau School

2216 Old Coach Road  
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email : [office@otamarakau.school.nz](mailto:office@otamarakau.school.nz)

Telephone / Fax:  
(07) 5333 783

## Kiwi Sport

Kiwi Sport is a Government funding initiative to support students participation in organised sport. In 2020, the school received total Kiwi Sport funding of \$1235.06 (excluding GST)

The funding was spent on:

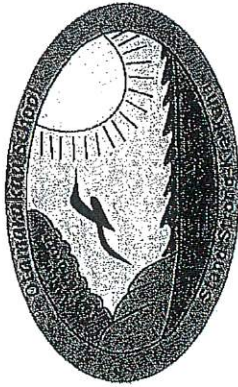
Attending Funky Fun days at Bay Park Arena which gives students the opportunity to try new and various sports.

**Otamarakau School**  
**A view to the future**

# Otamarakau School

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## Otamarakau School Members of Board of Trustees

For the year ended 31<sup>st</sup> December 2020

Member	Position	How position on Board Gained	Occupation	Term Expires
Andrew Wylie	Chairperson	Elected May 2019	Orchidist	December - 2020
Nick Hole	Parent Rep	Selected May 2019	Contract Manager	June - 2022
Rikki James	Parent Rep	Selected May 2019	Farmer	June - 2022
Rochelle Hyland	Parent Rep	Selected May 2019	Homebased Childcare Educator	June - 2022
Ararina Bennett	Parent Rep	Elected May 2019	Early Childhood Educator	December - 2020
Aneta Smith	Staff Rep	Elected May 2019	Teacher	June - 2022
Andrea Dance	Principal	Appointed	Principal	