

**NGONGOTAHA SCHOOL**  
**ANNUAL REPORT**  
*FOR THE YEAR ENDED 31 DECEMBER 2020*

**SCHOOL DIRECTORY**

**Ministry Number:** 1852  
**Principal** Craig McFadyen  
**School Address:** 22 School Road, Ngongotaha, Rotorua  
**School Postal Address:** 22 School Road, Ngongotaha, Rotorua  
**School Phone:** (07) 3574531  
**School Fax:** (07) 3574921  
**Website:** [www.ngongotaha.school.nz](http://www.ngongotaha.school.nz)  
**Accountant/Service Provider** Kusabs Lasike Limited

**Members of the Board of Trustees**

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/Expires</b>
Renee Goodson	Chairperson	Elected	May-2022
Craig McFadyen	Principal	ex officio	
Jo Edmonds	Parent Rep	Elected	May-2022
Deborah Hamblyn	Parent Rep	Elected	May-2022
Shaun Nunn	Parent Rep	Elected	May-2022
Phillip Wilson	Parent Rep	Elected	May-2022
Jane Nunn	Staff Rep	Elected	May-2022

# NGONGOTAHA SCHOOL

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**NGONGOTAHA 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, 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.

Phillip Wilson

Full Name of Chairperson

Craig McFadyen

Full Name of Principal

Phillip Wilson

Signature of Chairperson

Craig McFadyen

Signature of Principal

27/5/21

Date

25.5.21

Date

# NGONGOTAHA SCHOOL

School Road  
Ngongotaha

## STATEMENT OF COMPREHENSIVE REVENUE & EXPENSE

FOR THE YEAR ENDED 31 DECEMBER, 2020

	Note	Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
<b>Income</b>				
Government Grants	2	3,538,768	2,986,315	2,810,947
Locally Raised Funds	3	87,998	70,695	52,428
Interest Earned		2,527	-	758
		<u>3,629,293</u>	<u>3,057,010</u>	<u>2,864,133</u>
<b>Expenditure</b>				
Locally Raised Funds	3	56,970	24,295	27,293
Learning Resources	4	2,680,164	2,234,568	2,072,116
Administration	5	170,932	173,668	163,870
Property	6	566,625	540,191	512,011
Depreciation	7	108,013	50,000	106,127
Finance Costs		1,216	-	1,242
Loss on Disposal of Property, Plant & Equipment		586	-	2,960
		<u>3,584,506</u>	<u>3,022,722</u>	<u>2,885,619</u>
<b>Net Surplus/(Deficit) for the year</b>		44,787	34,288	(21,486)
Other Comprehensive Revenue & Expenses		-	-	-
<b>Total Comprehensive Revenue &amp; Expenses for the Year</b>		<u>44,787</u>	<u>34,288</u>	<u>(21,486)</u>

*This Statement is to be read in conjunction with the attached Accounting Policies, Notes to the Financial Statements and the Audit report*

# NGONGOTAHA SCHOOL

School Road  
Ngongotaha

## STATEMENT OF CHANGES IN NET ASSETS/EQUITY

FOR THE YEAR ENDED 31 DECEMBER 2020

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
Note	\$	\$	\$
Equity at start of the year	905,950	905,950	921,448
Total Comprehensive Revenue & Expense for the Year	44,787	34,288	(21,486)
Capital Contribution from MOE - Furniture & Equipment Grant	10,375	-	5,988
<b>Total Recognised Income and Expenses</b>	<b>55,162</b>	<b>34,288</b>	<b>(15,498)</b>
<b>Equity at end of year</b>	<b>961,112</b>	<b>940,238</b>	<b>905,950</b>
Retained Earnings Reserves	961,112	940,238	905,950
Equity at end of year	23 961,112	940,238	905,950

*This Statement is to be read in conjunction with the attached Accounting Policies, Notes to the Financial Statements and the Audit report*

## NGONGOTAHA SCHOOL

### STATEMENT OF FINANCIAL POSITION

AS AT 31 DECEMBER 2020

	Note	2020 Actual	2020 Budget (Unaudited)	2019 Actual
		\$	\$	\$
Equity		961,112	940,238	905,950
<b>TOTAL EQUITY</b>		<b>961,112</b>	<b>940,238</b>	<b>905,950</b>
<b>Represented by</b>				
<b>CURRENT ASSETS</b>				
Cash and Cash Equivalents	8	496,021	258,963	222,715
Investments	9	75,000	-	-
Accounts Receivable	10	163,471	142,667	142,667
Prepayments		6,117	10,326	10,326
Stock on Hand	11	460	481	481
GST Holding Account		51,012	8,667	8,667
Capital Works owing by MOE	17	45,838	-	900
<b><u>Total Current Assets</u></b>		<b>837,919</b>	<b>421,104</b>	<b>385,756</b>
<b>CURRENT LIABILITIES</b>				
Accounts Payable	12	363,398	139,640	139,640
Finance Leases	13	24,479	27,186	24,418
Cyclical Maintenance Provision	14	29,467	-	-
Revenue in Advance	15	39,033	19,726	19,726
Funds held for Capital Works Projects	17	95,692	-	20,940
<b><u>Total Current Liabilities</u></b>		<b>552,069</b>	<b>186,552</b>	<b>204,724</b>
<b>WORKING CAPITAL SURPLUS</b>		<b>285,850</b>	<b>234,552</b>	<b>181,032</b>
<b>NON-CURRENT ASSETS</b>				
Property, Plant & Equipment	16	735,458	758,517	799,017
<b><u>Total Non-Current Assets</u></b>		<b>735,458</b>	<b>758,517</b>	<b>799,017</b>
<b>NON-CURRENT LIABILITIES</b>				
Finance Leases	13	5,328	1,690	22,958
Provision for Cyclical Maintenance	14	54,868	51,141	51,141
<b><u>Total Non-Current Liabilities</u></b>		<b>60,196</b>	<b>52,831</b>	<b>74,099</b>
<b><u>Net Assets</u></b>		<b>961,112</b>	<b>940,238</b>	<b>905,950</b>

*This Statement is to be read in conjunction with the attached Accounting Policies, Notes to the Financial Statements and the Audit report*

**NGONGOTAHA SCHOOL**

**Cash Flow Statement  
For the year ended 31 December 2020**

	2020	2020 Budget (Unaudited)	2019
Note	Actual \$	\$	Actual \$
<b>Cash flows from Operating Activities</b>			
Government Grants	1,241,517	786,315	711,414
Locally Raised Funds	107,305	70,695	70,376
Goods and Services Tax (net)	(17,469)	-	150
Payments to Employees	(483,869)	(383,560)	(413,230)
Payments to Suppliers	(484,257)	(389,162)	(264,056)
Interest Received	2,349	-	758
Interest Paid	(1,215)	-	(1,242)
<b>Net cash from / (to) Operating Activities</b>	<b>364,361</b>	<b>84,288</b>	<b>104,170</b>
<b>Cash flows from Investing Activities</b>			
Purchase of Investments	(75,000)	-	-
Purchase of PPE (and Intangibles)	(37,295)	(9,500)	(14,160)
Proceeds from Sale of PPE (and Intangibles)	-	-	-
<b>Net cash from / (to) Investing Activities</b>	<b>(112,295)</b>	<b>(9,500)</b>	<b>(14,160)</b>
<b>Cash flows from Financing Activities</b>			
Furniture & Equipment Grant	10,375	-	5,988
Finance Lease Payments	(18,949)	(18,500)	(20,112)
Funds Held for Capital Works Projects	29,814	(20,040)	23,540
<b>Net cash from / to Financing Activities</b>	<b>21,240</b>	<b>(38,540)</b>	<b>9,416</b>
<b>Net increase/(decrease) in cash and cash equivalents</b>	<b>273,306</b>	<b>36,248</b>	<b>99,426</b>
Cash and cash equivalents at the beginning of the year	8 222,715	222,715	123,289
Cash and cash equivalents at the end of the year	8 496,021	258,963	222,715

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 omitted

# *NGONGOTAHA SCHOOL*

## **Notes to the Financial Statements For the year ended 31 December 2020**

### **1. Statement of Significant Accounting Policies**

#### **a) Reporting Entity**

Ngongotaha School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education Act and Training Act 2020. The Board of Trustees (the Board) is of the view 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 the 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 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.



# *NGONGOTAHA SCHOOL*

## **Notes to the Financial Statements For the year ended 31 December 2020**

### *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 16.

### *Cyclical Maintenance Provision*

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 discussed at note 14.

### *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 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 but are paid directly to teachers by the Ministry of Education.

Use of land and building 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.

# *NGONGOTAHA SCHOOL*

## **Notes to the Financial Statements For the year ended 31 December 2020**

### ***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 income 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 school receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However short-term receivables are written off when there is no reasonable expectation of recovery.

### **i) Inventories**

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

### **j) Investments**

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

### **k) Property, Plant and Equipment**

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

# NGONGOTAHA SCHOOL

## Notes to the Financial Statements For the year ended 31 December 2020

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.

Property, plant and equipment acquired with individual values under \$1,200 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:

Property Improvements	15-20 years
Buildings	8-40 years
Classroom Furniture	4-15 years
Information and communication technology	3-25 years
Office Furniture & Equipment	3-15 years
Other Equipment	2-15 years
Leased Assets held under a Finance Lease	3 - 5 years
Library resources	15 years
Library Books	12.5% Diminishing value

### **1) Impairment of property, plant and equipment**

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

# NGONGOTAHA SCHOOL

## Notes to the Financial Statements For the year ended 31 December 2020

### *Non cash generating assets*

Property, plant and equipment 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.

### **m) Accounts payable**

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

### **n) Employee Entitlements**

#### *Short-term employee entitlements*

Employee 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.

### **o) Revenue Received in Advance**

Revenue received in advance relates to grants received where there are unfulfilled obligations for the School to provide services in the future. When those services are fulfilled the funds will be recorded as revenue.

### **p) 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 (10YP).

# *NGONGOTAHA SCHOOL*

## **Notes to the Financial Statements For the year ended 31 December 2020**

### **q) Financial Instruments**

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

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

### **r) 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.

### **s) Budget figures**

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

### **t) 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 Expenses.

## NGONGOTAHA SCHOOL

School Road  
Ngongotaha

### NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER, 2020

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
	\$	\$	\$
<b>NOTE 2 Government Grants</b>			
<b>Income</b>			
Operational Grants	713,958	663,355	614,997
Teachers Salaries Grant	1,958,443	1,850,000	1,775,207
Use of Land & Buildings Grant	351,313	350,000	347,520
Other Government Grants	515,054	122,960	71,223
Other Grants	-	-	2,000
	<u>3,538,768</u>	<u>2,986,315</u>	<u>2,810,946</u>

The School has opted into the donations scheme for this year. Total amount received was \$56,400.

Other MOE Operational Grants total includes additional Covid-19 funding totalling \$9,354. for the year ended 31 December 2020.

#### NOTE 3 Locally Raised Funds

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

##### Revenue

Donations	1,941	-	4,905
Grants	31,014	26,000	19,688
Fundraising	13,410	30,000	14,816
Activities	39,847	14,295	10,390
Trading	1,786	400	2,627
	<u>87,998</u>	<u>70,695</u>	<u>52,428</u>

##### Expenditure

Fundraising Costs	11,909	10,000	14,351
Activities	44,965	14,295	9,397
Trading	96	-	3,545
	<u>56,969</u>	<u>24,295</u>	<u>27,293</u>

*Surplus for the year Locally Raised Funds*

	<u>31,029</u>	<u>46,400</u>	<u>25,135</u>
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#### NOTE 4 Learning Resources

Curricular	38,090	48,958	35,473
Extra-Curricular Activities	14,071	17,000	8,482
Lunches in Schools	337,265	56,400	-
Information & Communications Technology	7,706	10,900	7,856
Employee Benefits - Salaries	2,275,312	2,082,560	2,011,843
Staff Development	7,721	18,750	8,462
	<u>2,680,164</u>	<u>2,234,568</u>	<u>2,072,115</u>

# NGONGOTAHA SCHOOL

School Road  
Ngongotaha

## NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER, 2020 (continued)

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
	\$	\$	\$
<b>NOTE 5 Administration</b>			
ACC Levies	7,073	1,500	7,220
Audit Fees	4,907	6,400	4,907
Board of Trustee Fees	4,635	6,400	4,560
Board of Trustees Expenses	9,478	17,500	12,317
Communication	1,616	2,000	2,378
Consumables	13,124	10,500	11,821
Operating Leases	-	-	54
Postage & Freight	466	500	536
Other	4,114	5,900	5,348
Employee Benefits - Salaries	112,523	109,000	103,035
Insurance	6,997	7,968	6,693
Service Providers, Contractors & Consultancy	6,000	6,000	5,000
	<u>170,933</u>	<u>173,668</u>	<u>163,871</u>
<b>NOTE 6 Property</b>			
Caretaking & Cleaning Consumables	58,160	64,000	56,752
Cyclical Maintenance Provision	57,894	30,000	16,533
Grounds	13,047	8,000	10,225
Heat, Light & Water	17,813	18,000	16,069
Rates	13,205	15,000	11,215
Repairs & Maintenance	11,928	13,191	10,749
Use of Land & Buildings	351,313	350,000	347,520
Employee Benefits - Salaries	43,265	42,000	42,948
	<u>566,625</u>	<u>540,191</u>	<u>512,011</u>
<b>NOTE 7 Depreciation</b>			
Property Improvements	20,782	5,000	20,901
Buildings	22,206	3,000	22,113
Classroom Furniture	7,332	5,000	7,349
Info-Tech Assets	22,370	20,000	18,814
Office Furniture & Equipment	1,120	2,000	1,135
Other Equipment	5,940	13,000	7,552
Library Resources	3,080	2,000	3,214
Leased Assets	25,183	-	25,049
	<u>108,013</u>	<u>50,000</u>	<u>106,127</u>

# NGONGOTAHA SCHOOL

School Road  
Ngongotaha

## NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER, 2020 (continued)

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
	\$	\$	\$
<b>NOTE 8 Cash and Cash Equivalents</b>			
Cash on Hand	50	50	50
Westpac - Cheque Account	239,675	256,913	93,905
Kiwibank Account	489	1,000	554
Westpac - Trip Account	2,251	1,000	720
Westpac - Credit Card	1,364	-	(450)
Westpac - Credit Card Rumaki	2,186	-	-
Westpac - Imprest Account	-	-	371
Westpac - Online Saver Account	250,007	-	127,566
	496,021	258,963	222,715

Of the \$496,021 Cash and Cash Equivalents, \$98,876 is held by the school on behalf of the Ministry of Education. These funds are required to be spent in 2021 on Crown owned school buildings under the School's Five Year Property Plan.

The carrying value of Short-Term deposits with maturity dates of 90 days or less approximates their fair value.

### NOTE 9 Investments

The School's investment activities are classified as follows:

<b>Current Asset</b>			
Short-term Bank Deposits	75,000	-	-
<b>Total Investments</b>	75,000	-	-

### NOTE 10 Accounts Receivable

Interest Accrued	178	-	-
Teachers Salaries Grant Receivable	157,429	123,797	123,797
Banking Staffing Underuse	5,864	18,870	18,870
	163,471	142,667	142,667
Receivables from Exchange Transactions	6,042	18,870	18,870
Receivables from Non-Exchange Transactions	157,429	123,797	123,797
	163,471	142,667	142,667

### NOTE 11 Stock on Hand

Stationery on Hand	460	481	481
	460	481	481



## NGONGOTAHA SCHOOL

School Road  
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### NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER, 2020 (continued)

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
	\$	\$	\$
<b>NOTE 12 Accounts Payable</b>			
Accruals	4,157	4,907	4,907
Trade Creditors	197,620	7,153	7,153
Employee Benefits - salaries accrual	157,429	123,797	123,797
Employee Benefits - leave accrual	4,191	3,783	3,783
	<u>363,398</u>	<u>139,640</u>	<u>139,640</u>
Payables from Exchange Transactions	363,398	139,640	139,640
Payables from Non-Exchange Transactions	-	-	-
	<u>363,398</u>	<u>139,640</u>	<u>139,640</u>

The carrying value of payables approximates their fair value.

#### NOTE 13 Finance Leases

The school has entered into a number of finance lease agreements for laptops for teachers and photocopiers. Minimum lease payments payable:

Not later than one year	24,479	27,186	24,418
Later than 1 year but not more than 5 years	5,328	1,690	22,958
	<u>29,807</u>	<u>28,876</u>	<u>47,376</u>

#### NOTE 14 Provision For Cyclical Maintenance

Provision at Start of Year	51,141	52,108	52,108
Increase in Provision during the Year	57,894	16,533	16,533
Use of Provision	(24,700)	(17,500)	(17,500)
Provision at the end of the Year	<u>84,335</u>	<u>51,141</u>	<u>51,141</u>
Current Liability	29,467	-	-
Non Current Liability	54,868	51,141	51,141
	<u>84,335</u>	<u>51,141</u>	<u>51,141</u>

#### NOTE 15 Revenue Received in Advance

Other	39,033	19,726	19,726
	<u>39,033</u>	<u>19,726</u>	<u>19,726</u>

## NGONGOTAHA SCHOOL

School Road  
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### NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER, 2020 (continued)

**NOTE 16 Property, Plant & Equipment**

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$		
<b>31 December 2020</b>					
Property Improvements	466,605	186,382	280,223		
Buildings	437,240	196,548	240,692		
Classroom Furniture	140,451	81,253	59,198		
Info-Tech Assets	218,965	167,769	51,196		
Office Furniture & Equipment	38,022	29,900	8,122		
Other Equipment	149,108	106,192	42,916		
Library Resources	79,786	56,314	23,472		
Leased Assets	105,956	76,317	29,639		
	<u>1,636,132</u>	<u>900,674</u>	<u>735,458</u>		
	<b>Op/Balance (NBV) \$</b>	<b>Additions \$</b>	<b>Disposals \$</b>	<b>Depreciation \$</b>	<b>Total (NBV) \$</b>
Property Improvements	301,005	-	-	(20,782)	280,223
Buildings	257,511	5,387	-	(22,206)	240,692
Classroom Furniture	66,530	-	-	(7,332)	59,198
Info-Tech Assets	54,701	18,865	-	(22,370)	51,196
Office Furniture & Equipment	9,242	-	-	(1,120)	8,122
Other Equipment	39,046	9,810	-	(5,940)	42,916
Leased Assets	47,077	7,745	-	(25,183)	29,639
Library Resources	23,905	3,233	(586)	(3,080)	23,472
	<u>799,017</u>	<u>45,040</u>	<u>(586)</u>	<u>(108,013)</u>	<u>735,458</u>

The Net carrying value of Equipment held under a finance lease is \$29,639. (2019: \$47,077)

## NGONGOTAHA SCHOOL

School Road  
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### NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER, 2020 (continued)

NOTE 15 P, P & E cont'd

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$		
<b>31 December 2019</b>					
Property Improvements	466,605	165,600	301,005		
Buildings	431,853	174,342	257,511		
Classroom Furniture	218,352	151,822	66,530		
Info-Tech Assets	256,171	201,470	54,701		
Office Furniture & Equipment	59,795	50,553	9,242		
Other Equipment	265,233	226,187	39,046		
Library Resources	78,492	54,587	23,905		
Leased Assets	109,187	62,110	47,077		
	<u>1,885,688</u>	<u>1,086,671</u>	<u>799,017</u>		
	<b>Op/Balance (NBV) \$</b>	<b>Additions \$</b>	<b>Disposals \$</b>	<b>Depreciation \$</b>	<b>Total (NBV) \$</b>
Property Improvements	321,906	-	-	(20,901)	301,005
Buildings	275,823	3,801	-	(22,113)	257,511
Classroom Furniture	73,879	-	-	(7,349)	66,530
Info-Tech Assets	69,758	3,757	-	(18,814)	54,701
Office Furniture & Equipment	10,377	-	-	(1,135)	9,242
Other Equipment	44,978	1,619	-	(7,552)	39,046
Leased Assets	61,796	10,441	(111)	(25,049)	47,077
Library Resources	24,985	4,983	(2,849)	(3,214)	23,905
	<u>883,502</u>	<u>24,601</u>	<u>(2,960)</u>	<u>(106,127)</u>	<u>799,017</u>

The Net carrying value of Equipment held under a finance lease is \$47,077. (2018: \$61,796)

## NGONGOTAHA SCHOOL

School Road  
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### NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER, 2020 (continued)

#### NOTE 17 Funds Held for Capital Work Projects

During the year the school received and applied funding from the Ministry of Education for the following Capital Works Projects.

	Opening Balance	Funds Received	Money Spent	Balance Revenue	Closing Balance
<b>2020</b>	\$	\$	\$	\$	\$
Blk A Admin & Lights (In progress)	(900)	-	(1,350)	-	(2,250)
ILE Blk F (In progress)	20,940	450,000	(514,527)	-	(43,587)
Storm Damage (Completed)	-	10,340	(10,340)	-	-
SIP Front Wall, Flagpole, Fence (In Progress)	-	82,796	(68,088)	-	14,708
SIP Playground Middle School (In Progress)	-	89,465	(8,482)	-	80,983
	<u>20,040</u>	<u>632,601</u>	<u>(602,787)</u>	<u>-</u>	<u>49,854</u>
Represented by:					
Funds held on behalf of Ministry of Education					95,692
Funds due from Ministry of Education					<u>(45,838)</u>
					<u>49,854</u>
<b>2019</b>					
Roof Maintenance (Completed)	(1,000)	62,708	(61,708)	-	-
Blk A Admin & Lights (In progress)	(500)	-	(400)	-	(900)
ILE Blk F (In progress)	(2,000)	73,008	(50,068)	-	20,940
	<u>(3,500)</u>	<u>135,716</u>	<u>(112,176)</u>	<u>-</u>	<u>20,040</u>

#### NOTE 18 Related Party Transactions

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

Related party disclosures have not been made for transactions with related parties that are within 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.

No related party debts or transactions have been written off or forgiven during the year.

# NGONGOTAHA SCHOOL

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## NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER, 2020 (continued)

### NOTE 19 Remuneration

*Key management personnel compensation.*

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

	2020 Actual	2019 Actual
<i>Board Members</i>		
Remuneration	\$ 4,635	\$ 4,560
Full-time equivalent members	0.13	0.12
 <i>Leadership Team</i>		
Remuneration	1,072,065	690,057
Full-time Equivalent Members	<u>11.00</u>	<u>7.00</u>
Total key management personnel remuneration	1,076,700	694,617
Total full time equivalent personnel	<u><u>11.13</u></u>	<u><u>7.12</u></u>

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 plus the estimated time for Board members to prepare for meetings.

#### *Principals*

The total value of remuneration paid or payable to the Principals is in the following bands:

	2020 Actual	2019 Actual
<i>Principal</i>		
<i>Salaries and Other Short-term Employee Benefits:</i>	\$000	\$000
Salary and other payments	140-150	130-140
Benefits and other emoluments	4 - 5	4 - 5
Termination benefits	-	-

#### *Other Employees*

Number of other employee who received remuneration of over \$100,000 was in the following bands:

Remuneration \$000	2020 FTE Number	2019 FTE Number
100 - 110	-	1
110 - 120	1	1
120 - 130	1	-
	<u>2</u>	<u>2</u>

The disclosure for "other employees" does not include remuneration of the Principals.

### NOTE 20 Compensations and Other Benefits upon leaving Remuneration

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, 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 as follows:

	2020	2019
Number of persons	-	-
Total Value	\$0.00	\$0.00

# NGONGOTAHA SCHOOL

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## NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER, 2020 (continued)

### NOTE 21 Contingencies

There are no Contingent Liabilities (except as noted below) and no Contingent Assets at balance date.  
(Contingent Liabilities and Contingent 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 reasonable be quantified at 31 December 2020, a contingent liability for the school may exist.

### NOTE 22 Commitments

#### (a) Capital Commitments

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

(a) \$84,128 contract for Front wall, Fence & Flagpolewall, Fence & Flagpole to be completed in 2021, which will be fully funded by the MOE. \$82,796 has been received of which \$68,088 has been spent on the project to date; and

(b) \$127,502 contract for Middle Playground to be completed in 2021, of which \$89,465 will be funded by the MOE and has been received. The balance to be funded by the School. \$8,483 has been spent on the project to date.

(c) \$813,438 contract for Block F to be completed in 2021, which will be fully funded by the MOE. \$523,008 has been received of which \$566,595 has been spent on the project to date.

#### (b) Operating Commitments

As at balance date, the Board had entered into the following contracts:

a) Operating lease of Eftpos machine

	2020 Actual \$	2019 Actual \$
No later than one year	-	657
Later than one year and no later than 5years	-	-
	<u>-</u>	<u>657</u>

### NOTE 23 Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, 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.

# NGONGOTAHA SCHOOL

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## NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER, 2020 (continued)

### NOTE 24 Financial Instruments

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

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
	\$	\$	\$
<b>Financial Assets Measured at Amortised Costs</b>			
Cash and Cash Equivalents	496,021	258,963	222,715
Investments	75,000	-	-
Receivables	163,471	142,667	142,667
<b>Total Financial Assets Measured at Amortised Costs</b>	<b>734,493</b>	<b>401,630</b>	<b>365,382</b>
<b>Financial Liabilities Measured at Amortised Cost</b>			
Payables	393,398	139,640	139,640
Finance Leases	29,807	28,876	47,376
<b>Total Financial Liabilities Measured at Amortised Cost</b>	<b>393,205</b>	<b>168,516</b>	<b>187,016</b>

### NOTE 25 Events after Balance Date

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

# NGONGOTAHA SCHOOL

## Kiwisport Expenditure 2021

As with previous years, the Kiwisport funding we receive from the Ministry has allowed our children to learn and compete in a variety of different sporting codes this year.

In 2021, the Kiwisport funding enabled hundreds of children from Ngongotaha School to take part in Physical Education and various forms of Physical activity. With all the disruptions of Covid 19 last year, we wanted our children to be as active as possible. From touch to flipperball, local interschool sports to Bay of Plenty Athletics competitions our children were able to showcase their sporting talents.

The funding has been used in many ways to eliminate the barriers stopping children getting involved in sports. For a long time transport was an issue. With the distance we must travel to get into the city to compete, finding funding to cover the costs of buses has always been difficult. Due to the Kiwisport funding, all senior children were able to be transported to interschool sport; netball, hockey, rugby, soccer, miniball as well as a variety of other sporting activities; rippa rugby, hockey training, kapa haka and jump jam. Transport to games or events is a big expense now and not having to collect from parents for this made this much more manageable and ensured all children could take part.

We have been able to use the Kiwisport funding to subsidise registrations and entry fees. We find taking this cost away from families has enabled children to compete at local and representative levels. We have included into school policy that all sports will cost a maximum of \$30 per child. The rest of the registration or entry fee is covered by Kiwisport funding.

We have also been able to use a small amount of the fund for specific equipment for codes that were new to the school. The children were able to compete with pride and have the necessary tools to take part. This also included ensuring uniforms were of a high standard.

Our team participation rates continue to increase across the school. In 2021 we had 4 netball teams; 2 rugby teams; 4 touch teams; 2 soccer teams; 2 hockey teams; 4 miniball teams; 2 water polo teams, 2 cricket teams, 2 rippa rugby teams, 1 league team and 2 Jump Jam teams. Many children were also involved with the local soccer club and rugby club as well. We also ran a school athletics day, a school triathlon day and a school walk a thon event. Our netball, miniball, hockey teams also played during the weekend as well as for interschool competitions.

Finally, we have been able to purchase quality equipment for our staff to use in Physical Education lessons and for the children to enjoy in their own time. The Kiwisport funding has been invaluable to the staff and tamariki of Ngongotaha School. We thank the Ministry for their continual support.

Craig McFadyen  
Principal, Ngongotaha School.



# Analysis of Variance Reporting



<b>School Name:</b>	Ngongotaha School	<b>School Number:</b>	1852
<b>Strategic Aim:</b>	All students, including those in a Rumaki setting, can access the New Zealand Curriculum as evidenced by progress and achievement in relation to the levels in the NZ Curriculum.		
<b>Annual Aim:</b>	To improve the Achievement Levels in MATHEMATICS		
<b>Target:</b>	<p>Year six children will be working independently at Level 3, or above, of the NZ curriculum in Number and Algebra, by the end of the school year.</p> <p>Year Four children will be beginning to work at Level 3 of the NZ curriculum in Number and Algebra, by the end of the school year.</p>		
<b>Baseline Data:</b>	At the end of 2019, 40% (25 children) of the current year 5 students were working below or well below the expected curriculum level for maths and 36% (24 children) of the current year 3 students were working below or well below the expected curriculum level for maths.		

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Class timetables to reflect adequate time devoted to the teaching of mathematics (minimum of 3 hours per week). The teaching of maths should ideally take place during prime learning times, i.e. before lunchtime, preferably in the morning block.</p> <p>Students should be aware of their learning goals and next steps in learning.</p> <p>Teachers with strengths in the teaching of mathematics, to be identified as mentors/coaches to teachers needing support.</p> <p>Teachers attend beneficial maths PLD courses offered by facilitators, if and when these are available, and deemed appropriate by the maths curriculum team or management.</p> <p>Goal sheets to be used for monitoring progress.</p> <p>Testing to be carried out mid-year and in November to assess progress and achievement.</p> <p>Use of maths trajectory sheets, updated by week 8 of each term.</p>	<p>37/48 students in Year 4 have reached the end of year target.</p> <p>This constitutes 77 %, an improvement over the 64% of year 4 students who were working at the expected curriculum level at the end of 2019.</p> <p>11/48 students (23%) are working below the expected curriculum level, and are therefore not meeting the target.</p> <p>The Rumaki children (7), who are included in the current data, were not represented in the December 2019 data. Of these 7 students, 6 are meeting the target and 1 is working below the expected curriculum level.</p> <p>Of the 48 children represented in this group, 45 have made at least one year's progress. 3 students have made less than a year's progress.</p> <p>Girls and boys are achieving similarly. Māori and non-Māori students are achieving similarly.</p> <p>36/62 students in Year 6 have reached the end of year</p>	<p>Spring Into Maths programmes, overseen by Daphne and Alison, and run by trained teacher aides, provided most of the target students with extra support to build number knowledge. Students participated in these programmes, in addition to their regular classroom maths programmes.</p> <p>Pre- and post programme testing showed significant improvements for most of the participating students.</p> <p>An adequate amount of time was dedicated to the teaching of maths and pāngarau, as evidenced by class timetables.</p> <p>Trajectory sheets were used for target students, to assist with planning for individual learning needs and monitoring progress. Student goal sheets were used to ensure that students knew their next steps in learning, and to enable them to participate in goal setting.</p> <p>The use of the Maths Whizz online</p>	<p>Continue to provide intervention programmes for target students.</p> <p>Where possible, have the intervention programmes running within the children's own classrooms.</p> <p>Continue to ensure that class timetables reflect adequate time devoted to the teaching of mathematics (minimum of 3 hours per week). Endeavour to have the teaching of maths take place during prime learning times, i.e. before lunchtime, preferably in the morning block.</p> <p>Continue to use goal sheets for planning and monitoring progress.</p> <p>Continue to use maths trajectory sheets for all target students. Endeavour to limit time out of class for students during prime learning time (e.g. withdrawal for cultural and sporting activities).</p>

target. This constitutes 58%, 2% lower than the percentage of students who were working at the expected curriculum level at the end of 2019.

36/62 students (42%) are working below the expected curriculum level, and are therefore not meeting the target.

The Rumaki children (6), who are included in the current data, were not represented in the December 2019 data. Of these 6 students, 3 are meeting the target and 3 are working below the expected curriculum level.

There are 9 new Year 6 students who are included in the current data, but were not represented in the December 2019 data. Of these 9 students, 3 are meeting the target and 6 are working below the expected curriculum level. Of the 62 students represented in this group, 59 have made at least one year's progress. 3 students have made less than a year's progress.

Girls and boys are achieving similarly. Non-Māori students are achieving better than Māori students.

programme gave students opportunities to practise skills and consolidate knowledge at school and at home.

PB4L framework - Positive relationships between students, teachers and students, school and whānau; Great Values focussing on achievement, etc

High expectations of all students. Cultural responsiveness and relational pedagogy.

6 students who started at Ngongotaha School during the course of this year, and 3 Rumaki students, not included in the end of 2019 data, fall into the "Students working below/well below expected curriculum level" category. This may have affected the results negatively.

Our year 6 mainstream students were a target cohort last year. In spite of very good teaching and learning programmes, as well as intervention programmes, this group did not make as much progress as we had hoped. This pattern appears to have been repeated this year. It is possible

that some of the students in this cohort have particular learning difficulties that impact negatively on their progress.

Some students have had difficulty transferring the knowledge and skills gained in the Spring Into Maths programme, to their classroom work.

The Covid 19 pandemic has undoubtedly had a negative impact on the learning of some students. Online learning support was made available to all students during the 8 weeks of lockdown, but some students did not engage. This may have played a part in the poor results.

#### Planning for next year:

Continue to provide intervention programmes for target students.

Where possible, have the intervention programmes running within the children's own classrooms.

Continue to ensure that class timetables reflect adequate time devoted to the teaching of mathematics (minimum of 3 hours per week). Endeavour to have the teaching of maths take place during prime learning times, i.e. before lunchtime, preferably in the morning block.

Continue to use goal sheets for planning and monitoring progress.

Continue to use maths trajectory sheets for all target students.

Endeavour to limit time out of class for students during prime learning time (e.g. withdrawal for cultural and sporting activities).

# Analysis of Variance Reporting



<b>School Name:</b>	Ngongotaha School	<b>School Number:</b>	1852
<b>Strategic Aim:</b>	All students, including those in a Rumaki setting, can access the NZ Curriculum as evidenced by progress and achievement in relation to the levels in the NZC.		
<b>Annual Aim:</b>	To improve the Achievement Levels in WRITING		
<b>Target:</b>	Year 6 children will have moved at least 2 Astlie sub levels by the end of the school year.		
<b>Baseline Data:</b>	At the end of 2019, 29 of the 72 Year 5 students were writing below or well below their expected level.		

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Target students had their individual needs identified and specific programmes put in place to address them. These were recorded in the tracking of target students' forms.</p> <p>Children working well below their chronological age had an Individual IEP to help identify strengths and areas for development. Next learning steps were sequential and specific and timely.</p> <p>Target students had instructional writing daily.</p> <p>Monthly monitoring meetings were held to discuss the progress of target students</p> <p>Moderation between classes took place to ensure consistency schoolwide</p> <p>Regular opportunities for the target children to write on a range of contexts that are meaningful and relevant to their world</p> <p>Spelling lists were provided for children</p>	<p>44% of children have made the end of year target</p> <p>18/25 (72%) of children have made progress of one sublevel, equivalent to 6 months learning or more</p> <p>The lockdown seems to have affected this cohort and 7/25 (28%) of children have not maintained their learning or have not progressed since returning</p> <p>2 of these children were new to Ngongotaha School at the start of this year</p> <p>1 child who has made considerable progress has had Irlen and prescription glasses</p> <p>5 children in this cohort have been tested for dyslexia and have a strong diagnosis</p>	<p>Strong collegial support throughout the school</p> <p>Experienced teachers with sound personal and professional knowledge and pedagogy</p> <p>New initiatives - Support programmes for identified students</p> <p>Year 6 - Girls writing circle, Dyslexia group, Teacher aide in the senior classrooms this term</p> <p>PB4L framework - Positive relationships between students, teachers and students, school and whanau; Great Values focussing on achievement, etc</p> <p>High expectations of all students</p> <p>Cultural responsiveness and relational pedagogy</p> <p>Close monitoring of student progress and achievement by class teachers, team leaders and Literacy Curriculum team. This includes the use of IEPs for all students across the school who are working below their expected</p>	<p>Senco and LSC to look at the types of interventions and why they have not worked for some students</p> <p>Icept (auditory, spatial and visual memory) testing and programme - looking at funding for 2021</p> <p>LSC/ Senco to organise parent workshops to help parents at home with written literacy</p> <p>Literacy Leader to spend time in Senior classes ensuring that programmes are focussed and targeting acceleration in writing</p>

We provided regular experiences for the children to write about  
 We liaised with families to encourage and promote the sharing of writing in the home.

We utilised outside agencies: RTLI/ RTL/ ICS where we deemed necessary and held staff meetings to upskill teachers on specific target children and groups

curriculum levels in writing. The use of student goal sheets which give students greater ownership of their learning

**Planning for next year**

Senco and LSC to look at the types of interventions and why they have not worked for some students

Icept (auditory, spatial and visual memory) testing and programme - looking at funding for 2021

LSC/ Senco to organise parent workshops to help parents at home with written literacy

Literacy Leader to spend time in Senior classes ensuring that programmes are focused and targeting acceleration in writing

# Analysis of Variance Reporting



<b>School Name:</b>	Ngongotaha School	<b>School Number:</b>	1852
<b>Strategic Aim:</b>	All students, including those in a Rumaki setting, can access the New Zealand Curriculum as evidenced by progress and achievement in relation to the levels in the NZ Curriculum.		
<b>Annual Aim:</b>	To improve the Achievement Levels in READING		
<b>Target:</b>	<p>Year three children will have an instructional reading age of Gold, or above, by the end of the school year.</p> <p>Year six children will have an instructional reading at their chronological age, or above, by the end of the school year.</p>		
<b>Baseline Data:</b>	<p>End of 2019 data: Year 2 children - 16/63 children are reading below or well below Purple</p> <p>End of 2019 data: Year 5 children - 20/62 children are reading below or well below their chronological age.</p>		



<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Review assessment data (Running Records, formal and informal classroom observations) to determine the particular learning needs of the target students</p> <p>Target students to have their individual needs identified and specific programmes (class or withdrawal) put in place to address them. To be recorded in the tracking of target students forms.</p> <p>Children working well below their chronological age to have an Individual IEP to help identify strengths and areas for development and to accelerate achievement. Next learning steps to be sequential and specific. This is to be shared with team leaders.</p> <p>Planning to reflect the needs of these children. Target children are to have instructional reading daily.</p> <p>Monthly monitoring meetings to discuss the progress of target students</p> <p>Provide regular opportunities for the target children to read to, and read with an adult to ensure reading mileage</p>	<p>33% of students in Year 3 have reached the end of year target and 53% of these children have not</p> <p>All children in this group have made progress but 9 have not made enough to reach the target</p> <p>5 of these children were new to Ngongotaha School at the start of this year</p> <p>76% of students in Year 6 have reached the end of year target and 4 children have not</p> <p>3/4 children who have not reached the target have made progress of 1-2 years</p> <p>2 of these children were new to Ngongotaha School at the start of this year</p>	<p>Support programmes for identified Year 3 students (e.g. Ngati Whakaue Year 3 students, Toe by Toe, Quick 60, Reading Recovery, RTLit). These children although they have not made the target are making progress in these groups</p> <p>Support programmes for identified Year 6 students (e.g. Boys reading circle, dyslexia group)</p> <p>All year 3 children have had considerable interventions (both within school and form outside agencies) and we are now looking at the type of interventions and possible reasons why they did not make expected progress for these children</p> <p>Classes in the seniors being slightly smaller than previous years</p> <p>PB4L framework - Positive relationships between students, teachers and students, school and whanau; Great Values focussing on achievement, etc</p>	<p>Senco and LSC to look at the types of interventions and why they have not worked for some students in the Year 3 cohort</p> <p>Icept (auditory, spatial and visual memory) testing and programme - looking at funding for 2021</p> <p>LSC/ Senco to organise parent workshops to help parents at home with literacy</p> <p>Literacy Leader to spend time in junior classes ensuring that junior programme is focussed and targeting acceleration in reading and writing</p>

<p>Provide a range of reading material that will engage the reader in meaningful contexts and will expose them to reading across the curriculum</p> <p>Develop a range of comprehension strategies to ensure these students are reading for meaning</p> <p>Liaise with families to encourage and promote reading in the home, give out holiday reading packs, advice and resources to support learning at home</p> <p>Ngati Whakaue Programme for Year 3 target children</p> <p>Reading Recovery for Y2 and Y3 target children</p> <p>Access outside agencies: RTLit/ RTLB/ ICS where deemed necessary and helpful</p> <p>Literacy team to run staff meetings to upskill teachers on specific target children and groups</p> <p>Running records completed on all target children at least once a term</p> <p>Purchase of Sheena Cameron Reading book for each room and working through this resource as a staff</p>	<p>High expectations of all students Cultural responsiveness and relational pedagogy - a huge improvement in this area for one child in particular who is now spending all his time in class and working</p> <p>Close monitoring of student progress and achievement by class teachers, team leaders and Literacy Curriculum team. This includes the use of IEPs for all students across the school who are working below their expected curriculum levels in reading Use of student goal sheets which give students greater ownership of their learning.</p>
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Literacy Leader focused on early literacy; introduced phonics programme in the junior classes

**Planning for next year.**

Senco and LSC to look at the types of interventions and why they have not worked for some students in the Year 3 cohort

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