



SELWYNRIDGE

2021 Annual Report and Analysis of Variance



Through our annual report and analysis of variance we review outcomes of goals set in our 2021 annual plan, report on school level core curriculum data, and review student achievement targets identified from the 2020 annual report.

Introduction

At Selwyn Ridge School our vision for learning is:
Kids On The Ridge Soaring High
Kei runga nga rangatahi i te taukahiwi, kia hokahoka kahurangi

We strive to be the best we can be. This means making the biggest difference we can for each of our children. Ongoing focus questions are ‘What is powerful learning?’, and ‘What is it powerful to learn?’ Practices are aligned so that support for the best possible teaching and learning is linked to our shared vision.

These include:

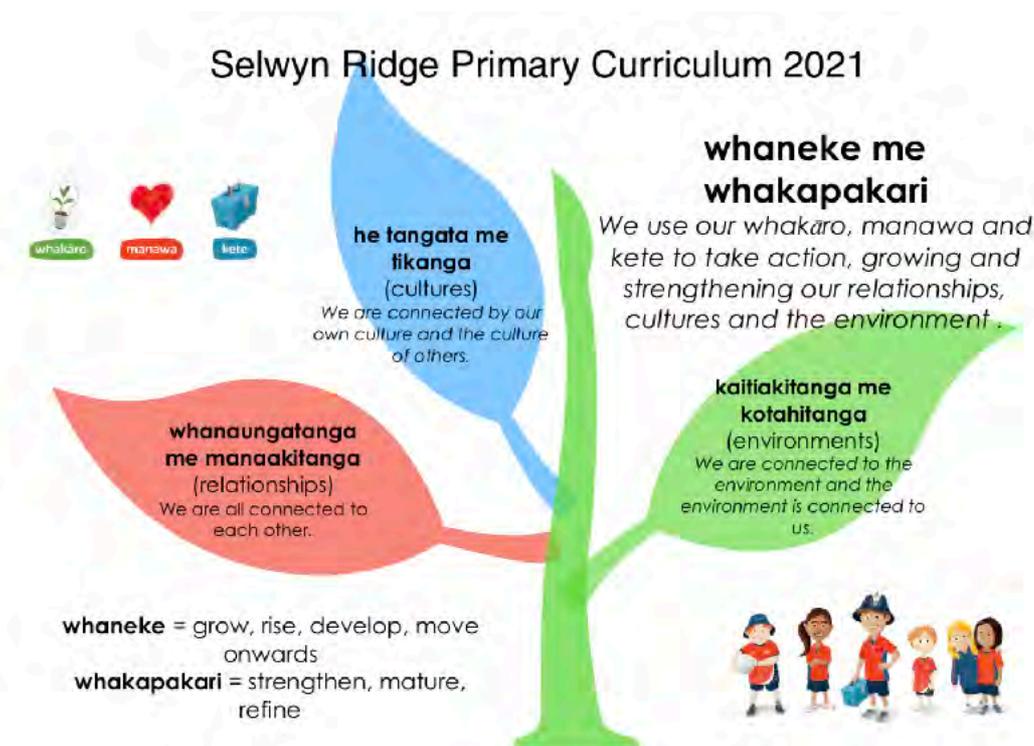
- Making explicit what is important to all - growing mind, heart and toolbox to soar high
- Inquiry learning
- Learning focussed strategic planning
- High expectations for all children
- A reflective culture in which all are encouraged to consider how practice can be improved
- High quality professional learning for staff
- Strong community relationships
- Effective governance
- Provision of quality resourcing

The 2021 year

Our 2021 school curriculum again focused on growing mind (whakāro), heart (manawa) and toolbox (kete), with the overarching concept of whaneke me whakapakari running through all areas. This was broken into the three areas;

1. He tangata me tikanga (cultures) - we are connected by our own culture and the culture of others
2. Kaitiakitanga me kotahitanga (environments) - we are connected to the environment and the environment is connected to us
3. Whanaungatanga me manaakitanga (relationships) - we are all connected to each other

Concepts were explored at school, team, class and individual level. Concepts connected and provided an effective umbrella for integrating core curricula. Social sciences, science, health and physical education and learning in Te Ao Māori added further richness to curriculum.



Introduction

Annual Goals:

Following consultation and review of 2020 achievement information we established the following annual goals for our 2021 annual plan.

- To implement the Bounce Back positive education approach to wellbeing, resilience and social - emotional learning across the school. Growing mind, heart and toolbox to support tamariki to soar high
- To grow teacher capacity to meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of Selwyn Ridge. To further develop and use the Selwyn Ridge curriculum infusing te reo Māori
- To grow depth in the implementation of Selwyn Ridge learning principles and provide opportunities for children to soar high across the curriculum

For each of these areas a strategic implementation plan was developed leading to the outworking of the goals. Detailed analysis of outcomes are provided in the body of this report.

Other areas of significant impact 2021:

Responding to Covid-19

The 2021 year was again impacted by the Covid 19 global pandemic. Across the country schools were effected and this saw us go into lock down from 18 August until September 9. During this time we implemented our pandemic plan and distance learning programmes for tamariki. As with our 2020 experience our main goal was to grow and maintain strong connections with our families, have our school vision at the heart of practice and use our conceptual curriculum as a core vehicle for engaging with learning.

Our whole school 'Bounce Back' focus was also used very successfully to support our learners and their whānau during this time.



Prioritising care, calm, collaboration and kindness



Purposeful accessible and differentiated learning opportunities



Practice and development of skills and key competencies

Growing the mind, heart and toolbox was reinforced across the team with distance learning being a combination of year level and personalised support structures.

As alert levels changed, we adapted well as a school to provide a safe and happy learning environment that responded to needs.

The impact of Covid has been far reaching with many events (sporting and cultural) cancelled for our children. As a staff we worked hard to problem solve and come up with alternative approaches to allow our children to still soar high and achieve success. Feedback from our school community has been positive and appreciative of the way we approached and supported our tamariki and whānau in these challenging times.

Report on sport - including Kiwi Sport funding

Selwyn Ridge used Kiwi-sport funding in conjunction to support employment of Sports Co-ordinator Julie Taylor. The primary objective of her role is to grow participation and enjoyment of sport in school. Since the inception of this role we have seen a large increase in participation and achievement and sees greater participation by parents / whanau supporting teams as coaches or managers. Unfortunately a number of our sports events and regional competitions were interrupted by Covid-19 response and regulations.



Board Of Trustees - 2021

Our Board of Trustees, through effective governance, provides direction and coherence to the operational leadership and management of Selwyn Ridge School. This year the Board took the opportunity of selecting and co-opting three new members when a vacancy arose.

Board training has been completed throughout the year with us hosting a NZSTA workshop on Te Tiriti o Waitangi - Tikanga Tauranga. Two board members also attended the annual NZSTA conference in Rotorua.

School policies are found on School Docs (<https://selwynridge.schooldocs.co.nz>). We use the School Docs self review frameworks for review of policies and procedures and ensuring compliance with legislative requirements

Sub committees support and lead management and development in areas of property, finance, Principal appraisal, health and safety and community consultation.

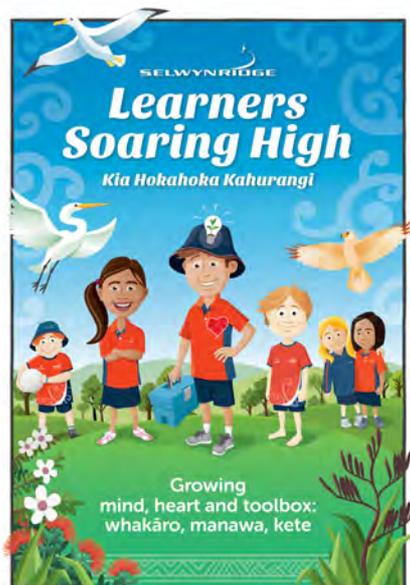
Selwyn Ridge School is an Equal Opportunities Employer and complies with legislative requirements accordingly.

Name	Position	Year office taken
Katrina McChesney	Chair	2019
Robyn Garrett	Elected parent	2013
Bruce Cameron	Elected parent	2019
Matthew Thomas	Elected parent	2018
James Patea	Selected parent	2021
Jeff Orr	Co-opted parent	2021
Stephen Knightley	Co-opted parent	2021
Leah Mikaere	Staff representative	2021
Craig Price	Principal	2007

Analysis of Variance - Annual Plan Goals

Annual Plan Priority Areas

- Learning Culture and Achievement (1)
 - Bounce Back
 - Commitment to tangata whenuatanga and Te Tiriti O Waitangi partnership. Te reo Māori
- Learners of National Priority : (2)
 - Inclusive Education (a)
 - Pasifika learners (c)
- I.T. for Learning (3)
 - Digital Technology Curriculum Implementation
- School Environment



2021 Curriculum review

- Concept review - Powerful Curriculum Implementation
- 2021 End of year assessment information - Reading, Writing, Mathematics

Conclusion

Learning Culture - Bounce Back

Strategic aim - To enhance student achievement through a culture of continued improvement; developing teaching, learning and assessment capability in alignment with the New Zealand and Selwyn Ridge School curriculum.

Annual Target: To implement the Bounce Back positive education approach to wellbeing, resilience and social - emotional learning across the school. Growing mind, heart and toolbox to support tamariki to soar high.

Actions

Progress to date:

- 27 January - Professional learning for all staff facilitated by Jan Whitham - New Zealand Facilitator for Bounce Back programme
- Bounce Back book resources received and processed. 1 for each teacher at their level. Online support resources also available.
- Bounce Back introduced in all classes. Team meetings focusing on implementation. Decisions made on Bounce Back initial assessments
- Bounce Back Assessments completed by the end of week 4. Collated by lead team.
- RTLB support application for implementation of Bounce Back programme. Support with assessment and reporting.
- Monday morning message with Bounce Back focus begins. Communication of programme with whānau through open night and school newsletter.
- Bounce Back mural and posters begin development to add to the school environment.

Term 2:

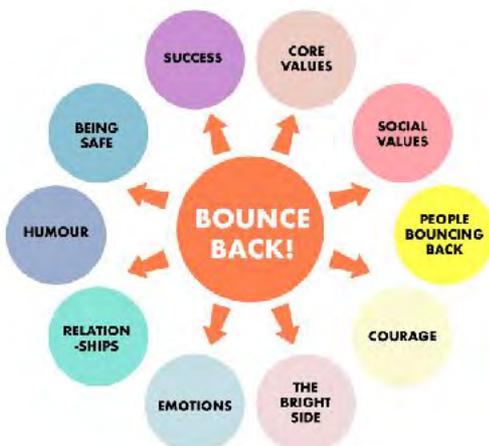
- Monday morning message with Bounce Back focus continuation. Term 2 has Kāhu team leading.
- Bounce Back mural and posters now complete and displayed across the school environment
- Andrea White taking a leadership focus and working with RTLB Katrina McPherson on school strategic Bounce Back plans.
- Trial data has been entered and analysed from the Year 2 classes. Consideration of how to reduce the response burden for student and teachers ie automated surveys which populate spreadsheets. Considering and implementing other methods of data collection that will tell a rich story i.e - Student, teacher and whānau focus groups, Video vignettes, graphs and photos
- Class level assessment data - Prioritisation of units to be taught across the year based on the pre data. Identify any students who may benefit from additional exposure to unit concepts prior to whole class lessons.
- Development of solo rubrics for assessment of learning objectives for selected units.
- Teachers have regular meetings to consider, plan and reflect on implementation. Connection with new reporting format (considering having on back of the report format).

Term 3:

- Continuation of Monday morning message with Bounce Back focus. Term 3 has Toroa team leading.
- Inclusion of Bounce Back goals in learner conferences and reporting processes
- Bounce Back assessment / work with RTLB continuation. Professional learning through team meetings.
- Bounce Back focus during lockdown and as key aspect of distance learning programme.

Term 4:

- Andrea White and Katrina McPherson further develop assessment task.
- Solo taxonomy for Bounce Back developed.
- Initial testing of Bounce Back solo (targeted groups) - staff and student input.
- Feature of reports - strengths for individuals in Bounce Back.



Outcomes:

Teacher professional learning on the Bounce Back programme gave understanding of the programme, its purpose, principles, and implementation in practice. All classes introduced the programme to their classes giving children the knowledge, skills and vocabulary to engage with Bounce Back thinking across the curriculum. As part of Monday morning hui, each class presented how they interpreted and used a Bounce Back skill to help them with their learning and life. As the year progressed Bounce Back became further imbedded in practice. Feedback from children, teachers and whānau described how they valued the programme and the explicit teaching of resilience we had built into curriculum.

An assessment tool using Solo taxonomy was created with support from the RTLB service. Teacher judgements from November assessments show that most children were operating at the multi-structural level with a significant portion of year 5 and 6 learners at the relational level.

Criteria	Pre Structural	Uni Structural	Multi Structural	Relational	Extended Abstract
<p>Bounceback helped me to:</p> <ul style="list-style-type: none"> • have positive relationships with people • be resilient when faced with challenges • regulate my emotions • have a more positive attitude in all areas of my life 	<p>I need help to understand the acronym.</p> <p>I need to develop good relationships with others.</p> <p>I need help to be more resilient when faced with challenges</p> <p>I need help regulating my emotions and to be more positive.</p>	<p>I can demonstrate knowledge of the Bounceback acronym.</p> <p>With help I can form positive relationships</p> <p>If directed I can show resilience when faced with challenges.</p> <p>If directed I can regulate my emotions</p> <p>With support I can see the positive sides of situations.</p>	<p>I can explain how the letters can help me in different situations.</p> <p>I can form positive relationships independently, but there are some issues.</p> <p>I can try to use a bounceback strategy to help me feel better but I may take a few tries.</p> <p>I can try to use the bounceback strategies to help me regulate my emotions but I may take a few tries.</p> <p>I can usually see the positive side of challenging situations but every now and then I need reminders.</p>	<p>I can apply my learning to help me cope when in a challenging experience or happen.</p> <p>I can form positive relationships and I am aware of how my feelings and actions affect others.</p> <p>I know which strategies to apply and why as I can self regulate when faced with challenges</p> <p>I know which strategies to apply to help me regulate my emotions when faced with challenging situations</p> <p>I know how to find the positives in a range of challenging situations and minimise those that see outcomes were realistically</p>	<p>I can apply my learning to cope with challenging experiences happen and I know what to do to support others when needed.</p> <p>I can form positive relationships and not change my actions to suit the moment.</p> <p>I know which strategies to apply and why as I can self regulate when faced with challenges and I can support others to use appropriate strategies in a range of contexts and environments</p> <p>I know which strategies to use to help me regulate my emotions when faced with challenging situations and I can support others to use appropriate strategies in a range of contexts and environments</p> <p>I know how to find the positive in a range of challenging situations and minimise those that see outcomes were realistically and I can support others to use more positive and help them to use appropriate strategies in a range of contexts and environments</p>

Bounce Back Solo Teacher Judgements November 2021

	Pre structural	Uni structural	Multi structural	Relational	Extended abstract
Year 2	4	27	16	0	0
Year 3	6	26	20	7	0
Year 4	0	6	38	4	0
Year 5/6	1	24	65	68	2
Totals	11	83	139	79	2

Positive feedback from parents

“Bounce Back has been wonderful for our kids. The weekly Seesaw posts where kids are being honest about how they deal with each focus and then personal reflections / videos are great. I love being able to back up the learning at home”.

“I think the BOUNCEBACK programme has been great while COVID has been about. Think the education SRP provides is first rate”.

Next steps:

- Continues professional learning around use of Bounce Back Solo for staff / teachers - particularly staff new to the team
- Further strengthening use of resources / Bounce Back programme across the school - connection with curriculum direction and Te Whare Tapa Wha health model
- Students leading with strategies and teaching of Bounce Back - how it applies in our school context.
- Further imbedding Bounce Back as part of our learning across the kura
- Teacher identified to champion Bounce Back for the school

Commitment to tangata whenuatanga and Te Tiriti O Waitangi

Strategic aim - To meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of Selwyn Ridge. (National Education and learning Priority - Objective 3 : Quality teaching And Leadership)

Annual Target: To grow teacher capacity to meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of Selwyn Ridge. **To further develop and use the Selwyn Ridge curriculum infusing te reo Māori**

Actions

- 27 / 28 January - Whole staff professional learning - local purakau of Tauranga Moana. Tauranga campus of Waikato University cultural narrative tour. From story to practical - staff complete 'Artefact' to represent learning.
- 12 February - Staff leadership roopu established. Parameters set/ goals / internal evaluation and professional learning plan for year begins development.
- 17 February - Staff hui - Commitment to tangata whenuatanga and Te Tiriti O Waitangi partnership. Reflection on te reo benchmarks. Assessment of te reo - Taku reo.
- 9 March - Craig Price and Tanya Healy attend Treaty Training workshop with Dr Ingrid Huygens. Dr Huygens is the National Coordinator of Tangata Tiriti - Treaty People.
- 12 March - Leadership Roopu meeting day. Attendance at launch of Te Tai Whanake ki Tauranga Moana Project. Staff hui planning. Development of te reo building blocks with support resources.
- 17 March - Staff hui - Commitment to tangata whenuatanga and Te Tiriti O Waitangi partnership.
- Whaea Leah Mikaere has started senior, middle and junior Kapa Haka.
- Mihi whakatau - Friday 19 March

Term 2:

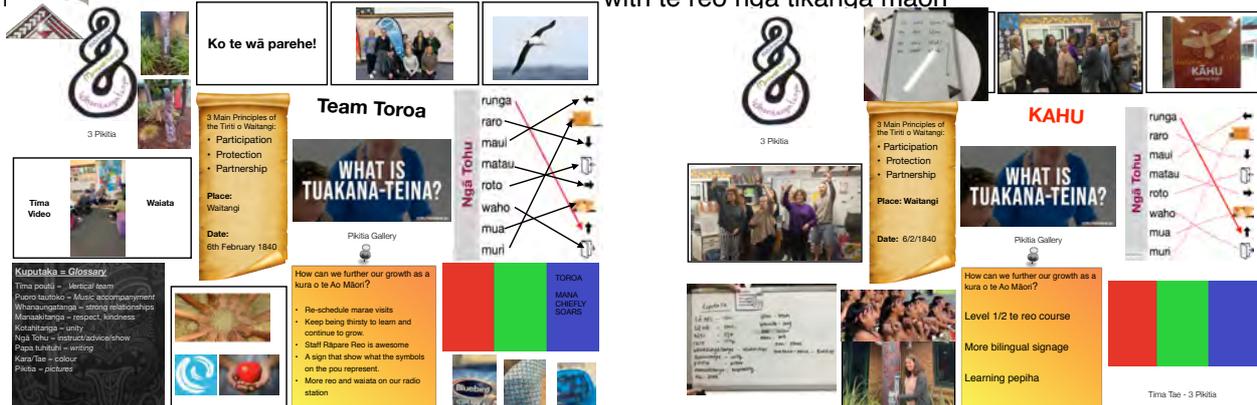
- Weekly Rapare reo classes for staff. Thursday afternoons from 2:45 - 3:00pm. Facilitated by Leah Mikaere and Hayley Anderson.
- Teachers have regular meetings to consider, plan and reflect on implementation. Classroom walkthroughs reflecting on practice and te reo in the environment.
- Assessment trial of NZCER Taku Reo (view in drop box) surveys for Akonga.
- Staff hui planned to celebrate Matariki - implementation across the school and into class learning programme
- SRP te reo building blocks further developed and used in classrooms and for assessment, planning and teaching purposes.
- BOT development with school tour and Hautu tool use. NZSTA Te Tiriti o Waitangi Governance workshop hosting - July
- Term two mihi whakatau - Thursday 3 June

Term 3:

- Leadership roopu day - whānau connections. Development of survey for whānau.
- Feedback on survey from whānau members - process for gathering voice developed.
- Rapare reo continuation. Focusing on te reo in the classroom, growing capacity
- Te Wiki O Te Reo Māori celebration week across the kura.
- Staff hui celebrating and sharing learning with te reo nga tikanga Māori - 15 September. See below.

Term 4:

- Leah Mikaere, Scott Feisst and Julie Taylor attended Harko Brown professional learning day - Ngā Taonga Takaro
- Continuation of Rāpare Reo
- Kapa Haka performance at Extravaganza
- Continuing Kapa Haka for middle and junior roopu
- Gathering of whānau voice through consultation - laying foundations for whānau group for 2022
- Gathering teacher voice on progress and achievement with te reo ngā tikanaga maori



Achievement of Māori Learners in Core Curriculum

Achievement of Māori / Non Māori learners percentages

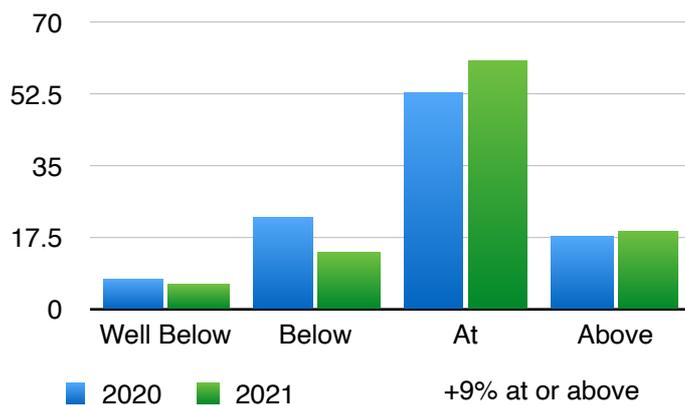
Property Title	Maori/Non Maori	Well Below	Below	At	Above
Mathematics	Māori	8%	28%	55%	9%
	Non Māori	3%	12%	67%	18%
Reading	Māori	7%	14%	60%	18%
	Non Māori	3%	9%	54%	34%
Writing	Māori	10%	21%	58%	10%
	Non Māori	4%	16%	63%	17%

Achievement of Māori / Non Māori counts

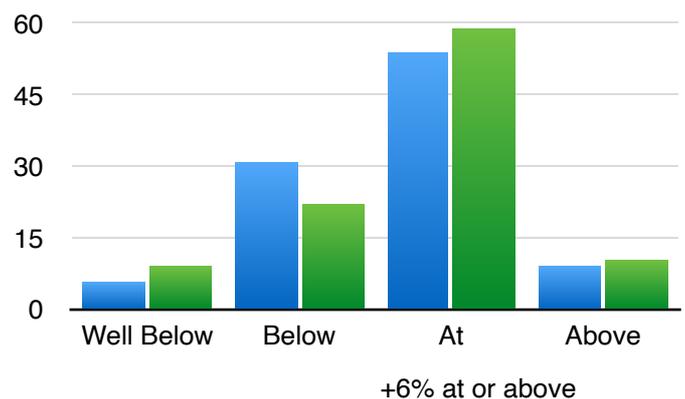
Property Title	Maori/Non Maori	Well Below	Below	At	Above
Mathematics	Māori	8	27	54	9
	Non Māori	8	36	194	53
Reading	Māori	7	14	59	18
	Non Māori	9	25	159	98
Writing	Māori	10	21	57	10
	Non Māori	12	47	183	49

Achievement of Māori / Non Māori 2020 - 2021 Comparisons

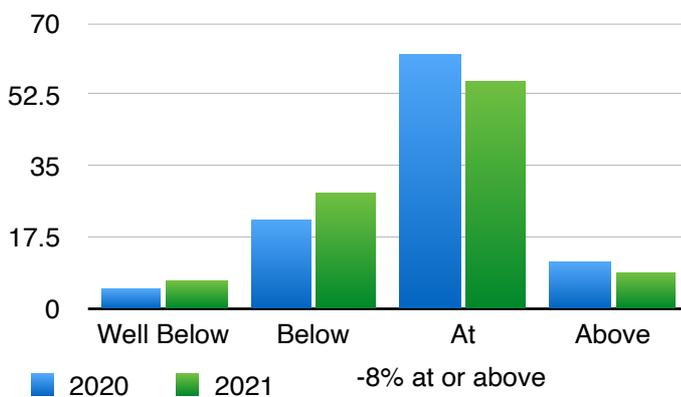
Reading



Writing



Mathematics



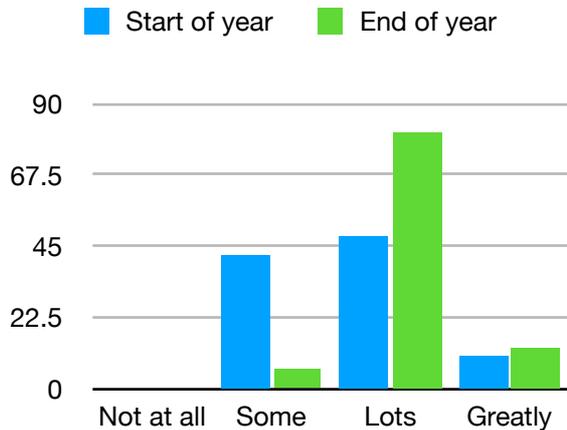
Summary Points

We have a cohort of 98 children who make up the Māori cohort for 2021 reporting. 49 of these children are girls and there are 49 boys. Overall our Māori learners are not achieving as well as other learners with 78% at or above our expectation in reading (was 75% 2020), 68% at or above in writing (was 63% 2020) and 64% at or above in mathematics (was 73% 2020). Māori boys mathematics (particularly at year 5/6) is an area of identified need.

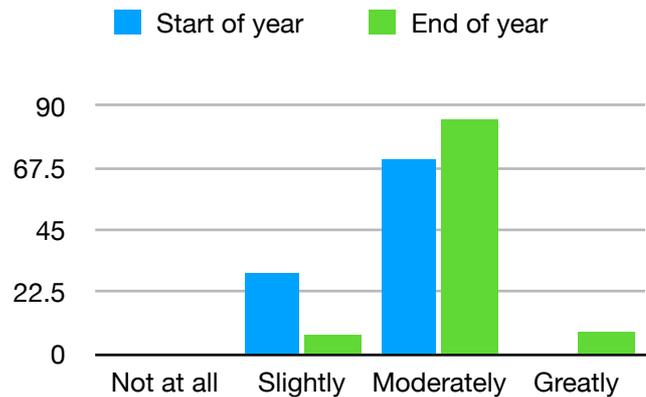
Feedback from kaiako survey

In terms one and four we surveyed our teachers for their feedback on our commitment to tangata whenuatanga and Te Tiriti o Waitangi and teaching with te reo Māori. The graphs below show positive shifts in knowledge, confidence and practice. A full copy of the survey outcomes is available in a separate report.

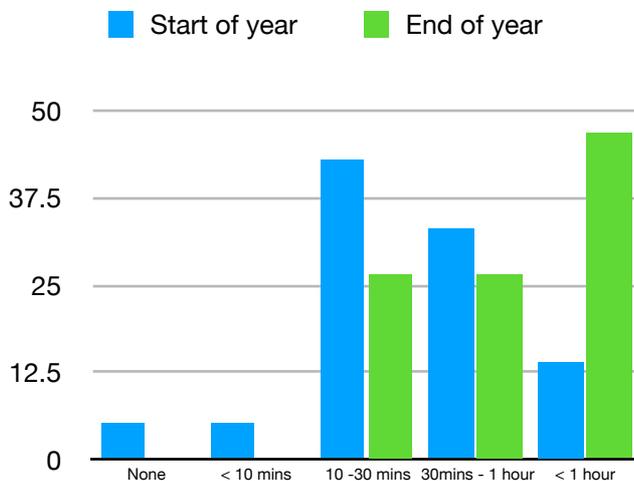
The New Zealand registered teacher standards state that we should demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand. How confident do you feel in achieving this?



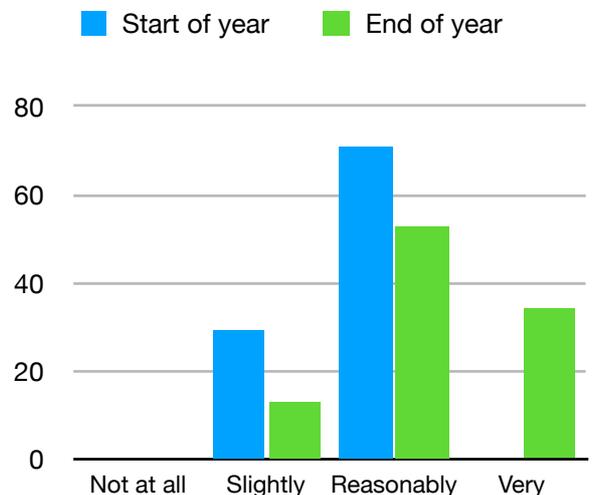
How does your classroom environment reflect the bicultural nature of Aotearoa and the diversity of your learners?



How much time in your weekly timetable is usually dedicated to te reo Māori? (can be as part of conceptual learning.)



How confident are you in your knowledge and capability with teaching using the SRP te reo Māori benchmarks?



Comments:

I am VERY proud of what my class has achieved this year. They have come a long way and most of them can now follow my instructions and translate my instructions into English for the class. As part of our morning routine we talk about how many children are here and how many are away (in te reo) and every morning the children help to answer my question which leads into our daily number sentence. They class can all clearly communicate the mihi including their names and introducing the name of their Mum and Dad. They can confidently count to 20 and to 100 in 10's (Many can give me any # in te reo), they know their colours, and can confidently talk about their feelings. I feel proud of my achievements this year and will continue to do this with my classes. What I now do is the new norm for my teaching. I am looking forward to 2022 and what it may bring.

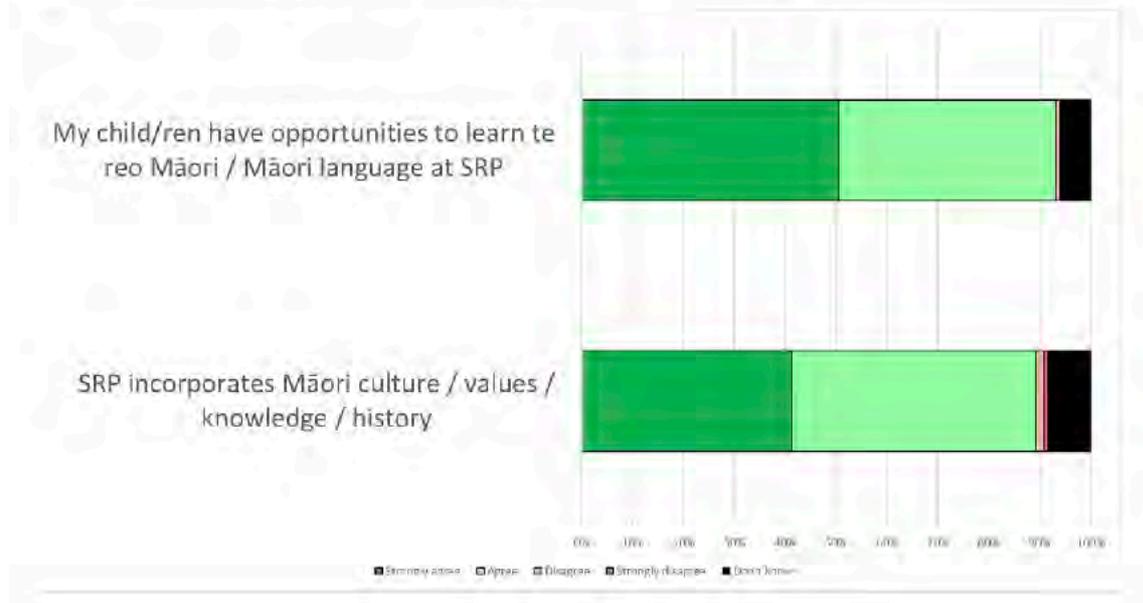
Thank you for our school wide focus in this important area. I have really enjoyed the sessions on Thursday and our staff PD in general. My class have been so engaged this year with all of our learning, the rakau sticks were certainly a highlight. Singing and learning new waiata are also popular amongst our team.

Love all the learning we have done as a whānau this year in this area, and the way in which we are so collegial! I can see the growth our kura has made over the last few years, really exciting to see and of course build on.

Outcomes:

In term 4 we completed whānau consultation around areas of our practice. Two questions were specifically about our mahi with te reo me te ao Māori (Board Objective 4). The majority of respondents (89%+) agree / are aware that Selwyn Ridge incorporates Māori language and culture and children have opportunities to learn te reo Māori

Te reo me te ao Māori (Board objective 4)



"I think the current school curriculum is really amazing. My daughter is Maori and I'm so proud that she's learning more about her culture through school"

Next steps:

- Continuation of professional learning for staff to continue growing confidence and skills (mind, heart, toolbox)
- Integration of te ao Māori in curriculum and classroom planning - Te whare tapa wha. Curriculum whakatauki - whāia te mātauranga hei oranga mō koutou - seek after learning for the sake of your wellbeing.
- Principal sabbatical focus - exploring best practice with schools successfully giving effect to Te Tiriti o Waitangi and bicultural partnership across their kura.
- Sabbatical findings will be shared with staff and Board and publication on the Educational Leaders website
- Continuation of Kapa Haka - possibilities of innovation within vertical teams
- Resourcing commitment - Leah Mikaere leadership .2 + leadership units.
- Whānau roopu established - grown through the year. Ownership by roopu.
- Connections with iwi further developed. Plans from 2021 that were postponed due to Covid to be re-enacted
- Marae visits for all t



Areas of National Priority - Inclusive Education (2a)

Strategic aim - Learners with special education needs are supported to engage in all school activities; accessing, making progress and achieving in alignment with the New Zealand Curriculum.

Annual objective: Strengthen differentiated teaching and learning opportunities in classrooms so learners can benefit from skilled teachers / teacher assistants whilst learning alongside their peers

Actions

Progress to date:

- Class profile information has fed into updated special needs register. Appraisal conversations and end of year elections and evaluations supplement this information.
- Supplementary reporting, transition plans and social stories prepared for learners with additional needs moving in to new rooms in 2022
- Increased specialisation of teaching assistants working with particular programmes and groups of children with similar needs
- Additional training undertaken and assessments using Lucid Cops Dyslexia identification programme, and targeted teaching of identified learners.
- New Ministry of Education Behaviour Support Worker has continued work in school.
- In Class Support (ICS), Ministry and Oranga Tamariki funded teacher assistant and ORS applications for 2022 completed
- Staff professional learning in trauma informed practice initiated
- Support given during lockdown to learners with additional needs. Included some home visits, support zoom conferences and phone calls.
- High Health Needs. Two new learners accepted for high health needs funding. Meetings with whānau and MOE and development of care plans completed
- Specialist literacy support teacher appointed for 2022
- Preliminary work done on transferring Special Needs Register into the new Student Management System
- Shelley Handley has taken on new role of SENCo for transition into school
- Transition meeting held with new RTLB liaison and transition plans into made for several learners
- Partnership plan with RTLB for new differentiated literacy approach
- Contribution by SENCO to consultation on future of provision of support to learners with additional needs

Outcomes:

- Our teacher assistants continue to significantly increase their skills in responsive practice to meet the diverse needs of our learners.
- Classroom teachers using elements of trauma informed approach in regular classroom practice
- There has been marked growth in teacher aides knowledge, abilities and confidence in differentiating for learning due to their increased knowledge of programmes, approaches, learners and their needs.
- Increased range of EOTC activities have been made for our learners with additional needs.
- Partnerships with Resource Teachers of Learning and Behaviour (RTLB) have strengthened and their responses are significantly tailored to meet the needs of our school.
- Increase development and use of STEPS literacy programme to increase the achievement of at risk learners. Expansion of programme to junior school with new material targeted to growth in phonological and phonemic awareness.

Next steps:

- Further integration of trauma informed practice into daily curriculum through new wellbeing curriculum development
- Responsive timetabling and support for children for additional needs. BOT funded support as required
- Continued partnerships with RTLB. New school RTLB liaison Katrina Stephenson
- Further specialisation of teacher assistant time and trial of new system working in vertical teams
- Further provision of authentic and life skills programmes such as 'Bounce Back' and the 'Garden To Table' programme



Areas of National Priority - Pasifika Achievement (2c)

Strategic aim - Pasifika students are engaged in their learning and are achieving with pride in their unique identity, language and culture.

Annual objective: To grow opportunities for Pasifika identity, language and culture to be further imbedded in school practices.

Actions

Progress to date:

- 2021 Pasifika cohort identified. Initial meeting for year held.
- Pasifika SeeSaw page established.
- Lisa loane Pasifika leadership role. Release and unit allocation.
- Tauranga Boys College Pasifika group run workshops for our Pasifika group on Tuesday 30 March
- Pasifika group learning every fortnight. Lisa loane released to lead this. Growing language, song and dance.
- Celebration of Pasifika language weeks in classes and across the school. Feature on Kids on the Ridge FM

Outcomes

We have a cohort of 12 children who make up the Pasifika cohort for 2021 reporting. 7 of these children are girls and there are 5 boys.

- Overall our Pasifika children are achieving above other cohort groups with over 80% of children being at or above expectation in each of the core curriculum areas.
- Strong start to the year for our Pasifika group with a highlight being the visit from the Tauranga Boys College Pasifika group.
- Celebrations of Pasifika language and culture through focus language weeks.
- Momentum lost a bit later in the year with the cancelling of the Pasifika in the Bay Festival and smaller number of children in year 5 and 6 to have a group for Extravaganza.

Core Curriculum Achievement Pasifika / Non Pasifika percentages

Property Title	Pasifika/Non Pasifika	Well Below	Below	At	Above
Mathematics	Non Pasifika	4%	16%	64%	16%
	Pasifika		17%	58%	25%
Reading	Non Pasifika	4%	10%	56%	29%
	Pasifika		8%	33%	58%
Writing	Non Pasifika	6%	18%	62%	15%
	Pasifika		17%	58%	25%

Core Curriculum Achievement Pasifika / Non Pasifika numbers

Property Title	Pasifika/Non Pasifika	Well Below	Below	At	Above
Mathematics	Non Pasifika	16	61	241	59
	Pasifika		2	7	3
Reading	Non Pasifika	16	38	214	109
	Pasifika		1	4	7
Writing	Non Pasifika	22	66	233	56
	Pasifika		2	7	3

Next steps:

- Re-invigoration of the Pasifika group in 2022.
- Gather and analyse Pasifika cohort data, investigate trends and design responsive programmes. Ongoing monitoring as part of curriculum review.
- Pasifika fono continuation to further strengthen partnerships between home and school.
- Further opportunities are provided for parents of Pasifika learners to share their views, provide input and have learning outcomes shared. Use SeeSaw for communicating and sharing goals and achievements with families.

IT For Learning (3)

Strategic aim - To further grow effective practices in the use of IT to enhance teaching, learning, communication and student achievement outcomes.

Annual objective: • To increase access and ability for teaching staff to effectively integrate IT tools into learning programmes.

Actions / Outcomes

Progress to date:

- School network upgrade successfully completed with Network 4 Learning. Full development plan available.
- Rachel Stevens continuation of ICT Leadership position for 2021. Garry Carpenter of Technology Answers contracted as school technician
- Digital citizenship teaching and learning focus with iPad implementation across the school.
- All classes using SeeSaw as a tool to share learning and communicate between home and school.
- New iPads distributed to classes. All year 3 classes and above have iPad 2 (or above) giving them access to more digital resources.
- School website upgrade continuing development. Online absentees, shop and content update latest developments.
- Class set of mini sphero purchased, professional learning for staff on use for development of coding skills
- Mac Attack for years 3-6 - professional learning for staff 18/3/2021. Digital technology policies and procedures - 18/5/2021. Sphero's and coding - 7/9/2021.
- 197 iPads distributed for distance learning. SeeSaw and Zoom used as key tools during lockdown.
- Transition to Linc-Ed Hero has begun. Full implementation start of 2022
- Code Club established term 3 and 4

Next steps

- iPad replacement as per plan presented to Board.
- Continue implementation of digital technology curriculum strand. Staff professional learning and built into classroom practice.
- Move to Linc-Ed HERO SMS. Use of for this for administration, assessment and reporting purposes.
- Continuation of ICT leadership position. ICT support from technician Garry Carpenter of Technology Answers
- SeeSaw used for school communication. Staff agreement over expectations of use and greater consistency of communication



School Environment

Strategic aim - To enhance our environment to maximise aesthetics and promote teaching and learning opportunities in and beyond the classroom.

Annual objective: • To continue to develop the school environment to incorporate further elements of the school vision and philosophy

Progress

- Room 22 / 23 building developments complete
- Two new raised garden beds installed. Planted out and for use in Garden to Table programme
- Consolidation of SIP and 5YA projects - next planning steps for property development.
- Garden development and soft landscaping being completed across the school. Continued employment of part time gardener to complete developments
- 5YA projects of opening space behind room 21 and replacement of alarm system underway
- Consultation around next 10ypp underway with new Ministry appointed consultant Roger Allsopp of WSP consultants.

Outcomes : Our 'heart of school' has been a wonderful addition to our learning environment. Our tamariki are enjoying the space for learning and also during break times. A case study on the development was completed and can be found at the webpage below.

<https://creospace.co.nz/portfolio-item/selwyn-ridge-primary-school-tauranga/>

Next steps:

- Projects to completed in summer break or term 1 as part of current 5YA - Rooms between 20 and 21 to be made into 1 larger space (wall removed, sink put in). Security alarm upgrade.
- New 10ypp to be signed up in July 2022. This will outline future property goals and budgets for 5 year agreement.
- Continue painting as part of cyclical maintenance provision.



2021 Curriculum Review

Concept review

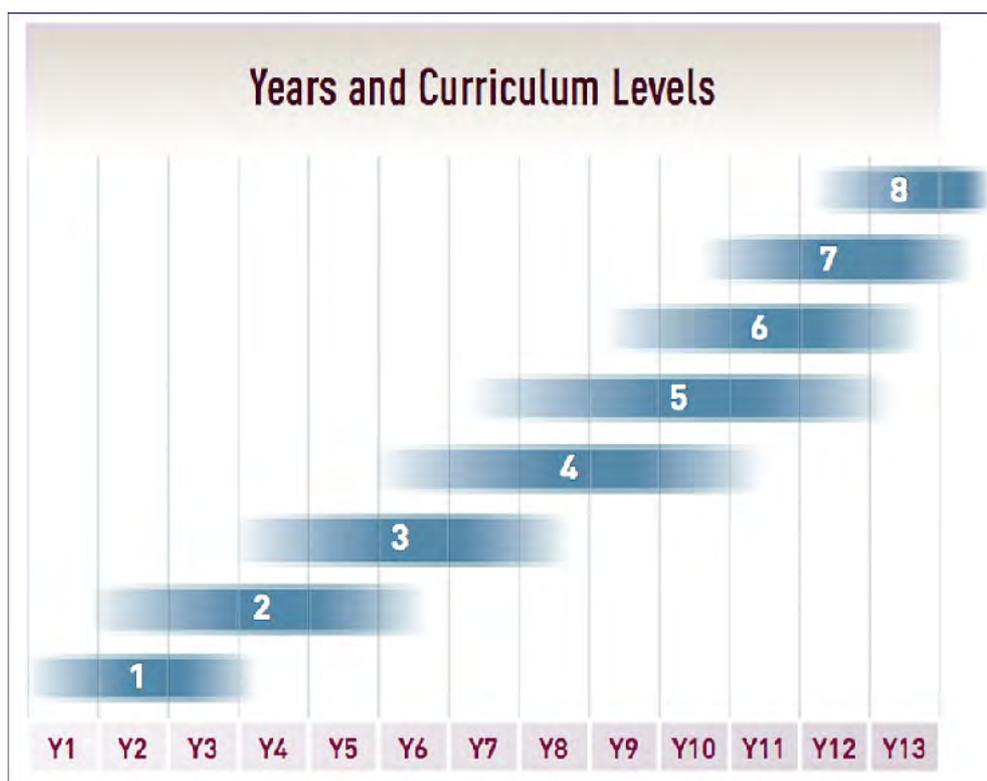
Year level reading / writing and mathematics reporting

Other Curriculum Achievements

The New Zealand Curriculum sets the direction for teaching and learning in English-medium New Zealand schools. But it is a framework rather than a detailed plan. This means that while every school curriculum must be clearly aligned with the intent of this document, schools have considerable flexibility when determining the detail. In doing this, they can draw on a wide range of ideas, resources, and models.

Schools are required to base their curriculum on the principles of *The New Zealand Curriculum*, to encourage and model the values, and to develop the key competencies at all year levels.

In years 1-10, schools are required to provide teaching and learning in English, the arts, health and physical education, mathematics and statistics, science, the social sciences, and technology.



This diagram shows how curriculum levels typically relate to years at school. Many students do not, however, fit this pattern. They include those with special learning needs, those who are gifted, and those who come from non-English-speaking backgrounds. Students learning an additional language are also unlikely to follow the suggested progression: level 1 is the entry level for those with no prior knowledge of the language being learned, regardless of their school year (NZ Curriculum 2007).

Powerful Curriculum Implementation

Strategic aim - To enhance student achievement through a culture of continued improvement; developing teaching, learning and assessment capability in alignment with the New Zealand and Selwyn Ridge School curriculum.

Annual objective: To grow depth in the implementation of Selwyn Ridge learning principles and provide opportunities for children to Soar High across the curriculum.

Progress

Garden to Table Programme - Three year four classes. Belinda Smith/Becky Hill as Garden Specialist and Chelsea Findsen as Kitchen Specialist. Two new raised garden beds established. Whetu Taiho Roopu designed and constructed compost bins. In term 2 Becky Hill was appointed as Garden Specialist. Special thank you celebration for Belinda Smith. Programme continuing successfully. Seed fundraiser completed term 3. Kai aroha (class buddy programme) term 2 and 3. Garden only sessions during alert level 2.

Whetu Tiaho Roopu - Two groups established and learning pathways developed. Communication with whanau. Teacher Rod Scott has met with RTLB Hosea Taani (mentoring / support role). Project identified for support with Tauranga Moana RTLB service. Programme continuing successfully - to be completed early term 4.

Beyond the Classroom - Zero Waste and Resource Wise programmes being delivered term two. Keeping Ourselves Safe programme end of term 1/ beginning of term 2. Constable Emma Buxton lead consultation with whanau and support classroom implementation. Beach Education for year 4 students - Friday 12 March. School camps successfully held. Johnson reserve being used successfully as an additional learning environment across the school. Kids Can Ride programme postponed until term 4.

Literacy Support - Lesley Wakelin working with individuals and groups in literacy leadership role. LUCID COPS programme for dyslexia screening and targeted teaching has been purchased with staff professional learning also complete. Initial assessments undertaken for some identified tamariki with targeted learning programmes being developed consequently. Group and individual acceleration programmes being successfully implemented by literacy specialist and teacher aides. Report of progress and achievement in term 4.

Ready 4 Learning Foundation Skills for NE / Year 1 - Connections between Foundations for Learning and Bounce Back developed. Decodable readers introduced with professional learning for junior teaching staff. Resources continue to be developed. Staff professional learning supporting developments. Becky Smith and Lesley Wakelin mentor approach with Structured Literacy approach. New staff professional learning in foundation skills. Links to reporting and sharing of learning with whānau.

STEPSWeb literacy support programme for years 2 - 6 is underway. Further professional learning for teachers from year and ongoing formative assessment and monitoring integrated. Developing the use of the vocabulary function in StepsWeb to link learning in te reo Māori across the curriculum. Replacement headphones purchased and distributed to classes to replace damaged sets. Assessments to show progress and achievement to take place in term 4.

Provision for Gifted and Talented learners - Over the year a range of opportunities have been provided to extend learners and provide further for learners identified as gifted or talented. These have included extension art, extension mathematics, a range of music opportunities, ICAS testing, Otago problem solving, future champions in sporting codes. Classroom programmes also provide differentiated opportunities through inquiry and curriculum focus. Highlights such as achievement in the 2021 Silent Film Festival and performances at our Arts Extravaganza provided further avenues for children to shine.



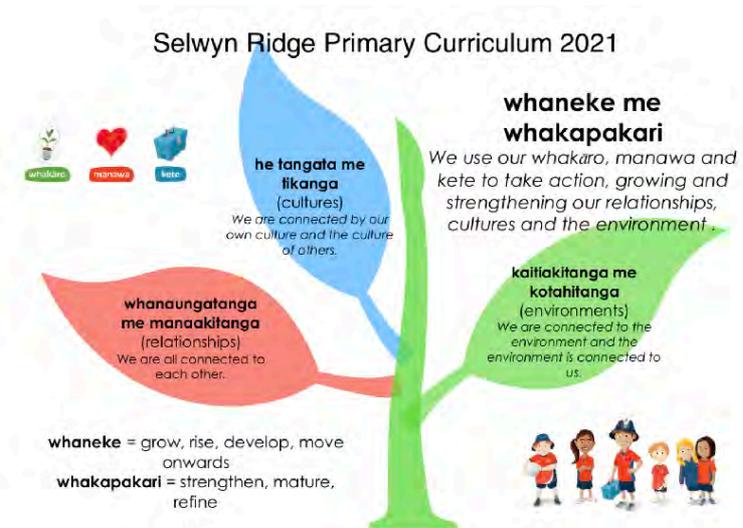
2021 Concept Review

Our conceptual curriculum is a rich integrated curriculum approach that connects the essence of the NZ curriculum. It enhances teaching and learning opportunities more effectively than through a separate subject approach. This aligns with the essence of the NZ Curriculum-vision, principles, values, key competencies and curriculum depth. We consider knowledge of the learner, their interests, talents, curiosity and experiences. Our approach allows for a student centred inquiry based opportunity for learning that values prior knowledge and experiences of our learners. We aim to connect local/national/global contexts that are rich, authentic, meaningful and relevant.

Our 2021 local curriculum map was based around our school vision of growing the mind, heart and toolbox, with the overarching concept of sustainability running through all areas. This was broken into the three areas of sustainability

- 1 - He tangata and tikanga (cultures)
- 2 - Kaitiakitanga and kotahitanga (environments)
- 3 - Whanaungatanga and manaakitanga (relationships)

Concepts were explored at school, team, class and individual level.



Curriculum Map for 2021						
whaneke me whakapakari <i>We use our whakaro, manawa and kete to take action, growing and strengthening our relationships, cultures and the environment.</i>					Vision and Key Concepts	
whanaungatanga me manaakitanga growing and strengthening relationships <i>(We are all connected to each other)</i>	kaitiakitanga me kotahitanga growing and strengthening environments <i>(We are connected to the environment and the environment is connected to us)</i>	he tangata me tikanga growing and strengthening cultures <i>(We are connected by our own culture and the culture of others)</i>			Rich Concepts	
<ul style="list-style-type: none"> • Who am I and who are you? How are we connected to others? • How do we establish and maintain positive and sustainable relationships? • How do we express our own needs, wants and feelings and how do we allow others to do the same? 	<ul style="list-style-type: none"> • How do our choices and actions impact the environment locally, nationally and globally? • How can we take action to respond to social and environmental issues that exist locally and nationally? • How do different cultures view, use and interact with the environment? 	<ul style="list-style-type: none"> • How have the cultures of New Zealand been shaped and changed over time? • How are we connected to different cultures? • How do different cultures express themselves? • How can we grow and strengthen cultures? 			Big Questions or Ideas	
<ul style="list-style-type: none"> • I understand myself, so that I may understand others. • We all have rights, roles and responsibilities. • We all have similarities and differences, this is what connects us, and also makes us unique. 	<ul style="list-style-type: none"> • Our choices and actions have an impact on the environment. The environment has an impact on our choices and actions. • Our environment is influenced by many interconnected processes and systems. • As tangatawhenua of Aotearoa, Māori hold unique perspectives and knowledge of the environment. 	<ul style="list-style-type: none"> • New Zealand has a rich cultural history that has been shaped by a range of events and people. • Different cultures represent and express themselves in different ways. • Cultural practices are a way of reflecting and expressing our customs, traditions and values. 			Deeper Understandings	
The arts (visual art) / Technology (including digital technologies) / Te reo Māori, le ao Māori, Tikanga, Mātauranga Māori					Key Curriculum Areas	
Science through generating and testing ideas, gathering evidence to investigate, understand, and explain our world	The Arts through movement, sound and image, the arts transform creative ideas into expressive works that communicate layered meanings	Health and PE through learning and accepting challenges in health-related and movement contexts, contributing to well-being	Social Sciences through exploration of how societies work, participating as critical, active, informed, and responsible citizens	Technology through informed, critical and creative thinking of practice to adapt and innovate	Learning Languages through discovery of the power of language, a means to communicate with other cultures and explore own's own personal world	Integrating the NZ Curriculum
Mathematics and Statistics exploration of patterns and relationships of quantities, space, time and data in which to think and solve problems and make sense of the world around them, at work, at home and in the community			Literacy making meaning and creating meaning to become effective oral, written, and visual communicators who are able to think critically and in depth		Foundation Tools Key Enablers	

2021 Concept Review

In reviewing our 2021 school curriculum each teacher mapped the pathways explored through their classroom programme and key concepts and curriculum strands. These were shared at staff hui and used when reflecting on 2021 and planning our localised curriculum for 2022.



Inquiry learning practices were deepened through our conceptual approach across the year. Development of learner agency through growing the mind, heart and toolbox was to the fore of teachers' planning. Te Ao Māori was woven through our curriculum and explored in a variety of ways through concepts, classes and teams.

2021 Concept Review

The Keeping Ourselves Safe programme was taught across the school in the first term. This was delivered in conjunction with the New Zealand Police and is part of our two year health delivery programme. Keeping Ourselves Safe is a comprehensive child abuse prevention programme for schools. Alongside this, other aspects of keeping safe were integrated into learning.

Learning beyond the classroom is a feature across the school. Johnson Reserve and Waipuna Park are regular extensions of our school environment. Learning in the environment and through nature support our local curriculum. Research-backed evidence strongly suggests that experiences in nature boost academic learning, personal development, and environmental stewardship (Kuo et al. 2019). Being in nature helps develop curiosity and creativity, both important in nurturing a life-long love of learning. Time in nature builds confidence, resilience, and improves mental, emotional, social and physical health. Time in nature empowers respect and the development of kaitiakitanga and manaakitanga for the natural world, and for others.



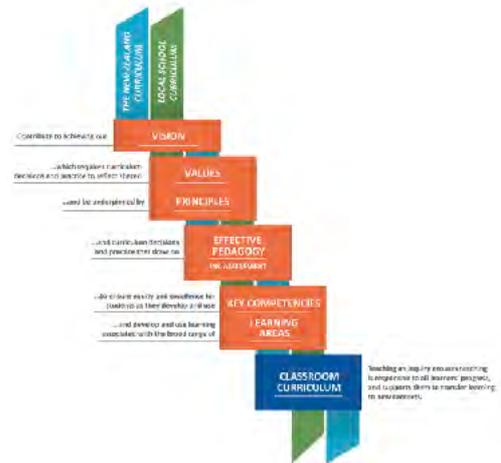
Additional opportunities for learning beyond the classroom extended further and focused on a range of concepts and curriculum areas. The Tauranga Art Gallery and Library were visited regularly with children learning about and through art in authentic contexts. Camps and day trips also added to curriculum and learning experiences for many children.

The arts featured strongly across our curriculum in 2021. Covid 19 impacted many events and performance opportunities across the school, however, in true Selwyn Ridge fashion we innovated and created new opportunities for our learners to soar high. A particular highlight in the arts was our modified Arts Extravaganza held at Baycourt theatre.



2022 Local Curriculum Recommendation

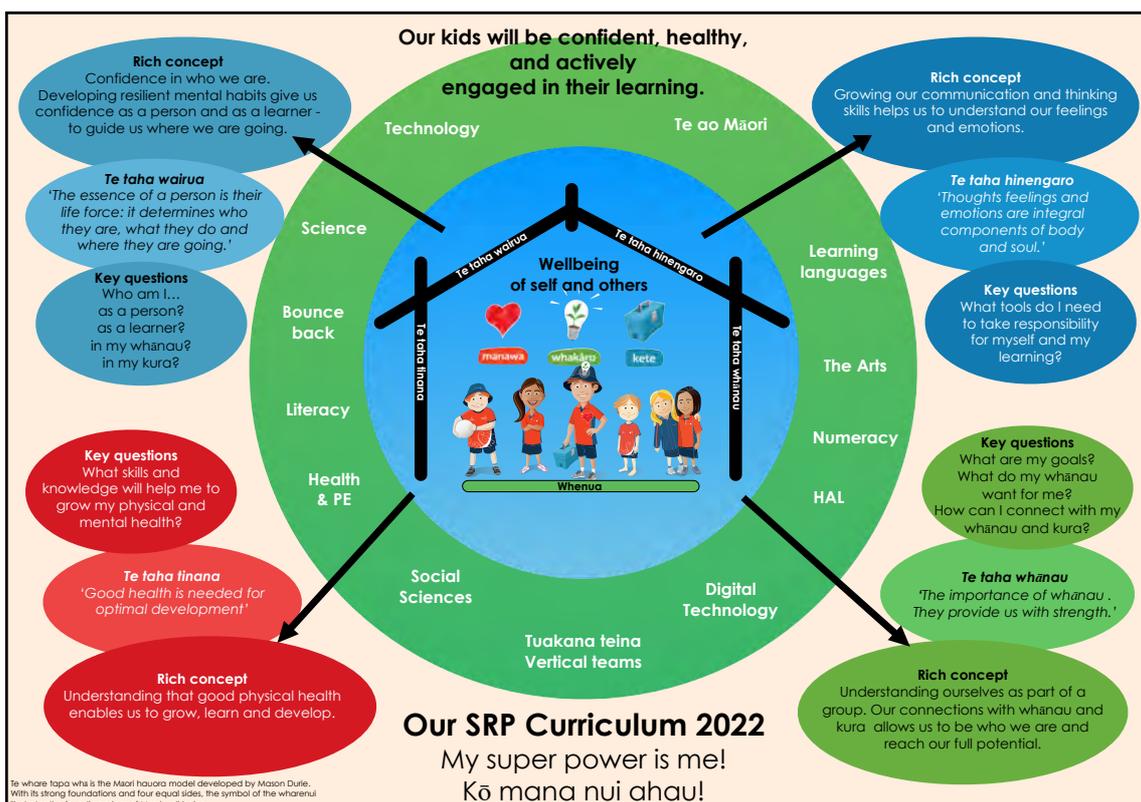
The New Zealand Curriculum describes the learning all young people should experience and the progress and expectations associated with this learning. It provides the framework for schools and kura to use in their local curriculum design. Our local curriculum is the way we bring the New Zealand Curriculum to life in our school. It should:



- be responsive to the needs, identities, languages, cultures, interests, strengths, and aspirations of your learners and their families
- have a clear focus on what supports the progress of all learners
- help students understand Te Tiriti o Waitangi - its past, present, and future (you will also be planning learning that helps students live the Treaty as citizens of Aotearoa)
- help learners engage with the knowledge, values, and key competencies, so they can go on to be confident and connected lifelong learners.

2022 Local Curriculum Recommendations:

From our 2021 conceptual curriculum review, including feedback from whanau and students in end of year consultation, the following threads for 2022 curriculum emerged: The whakatauki 'Whāia te mātauranga her oranga mō koutou- seek after learning for the sake of your wellbeing' encompasses our direction for 2022. The Kia Kaha programme will integrate into curriculum. Kia Kaha enables students to develop strategies for respectful relationships where bullying behaviours are not tolerated. We will also be implementing Healthy Active Learning across the kura. This is in partnership with Sport Bay of Plenty and the Ministry of Health and Education. Learner agency and inquiry will continue to be focused on as core curriculum principles.



Te whare tapu whā is the Māori hauora model developed by Mason Durie. With its strong foundations and four equal sides, the symbol of the wharenihi illustrates the four dimensions of Māori well-being.

2021 End of Year Assessment Information

In November, teachers make a judgment based on their knowledge of each child in their class. These are based on achievement at curriculum levels in maths and writing and a combination of reading levels (based on reading recovery colour levels) and curriculum levels in reading. No single source of information can accurately summarise a student's achievement or progress. A range of approaches is necessary in order to compile a comprehensive picture of the areas of progress, areas requiring attention, and what a student's unique progress looks like. Using a range of approaches also allows the student to participate throughout the assessment process, building their assessment capability. Because of this, to assess a student in relation to outcomes, teachers need to bring together a range of evidence in order to form an overall teacher judgment.

Overall teacher judgments of achievement and progress involve combining information from a variety of sources, using a range of approaches. Evidence may be gathered by:

- **Observing** the process a student uses.
- **Conversing** with the student to find out what they know, understand and can do.
- **Gathering** results from formal assessments, including standardised tools.

This 'triangulation' of information increases the dependability of the OTJ.

In making overall teacher judgements, our teachers collated and considered assessment information from tools including running records, asTTle tests, Gloss tests, 6 year surveys, and, very importantly, from what they know about each learner in the classroom setting. The following levels represent Selwyn Ridge expectations of achievement for reporting. Teachers use their OTJ to report a summative outcome for each child.

Year and Curriculum Levels



Achievement outcomes are recorded using the following: Above, At, Below, Well Below and are based on the achievement in the relevant year group.

The following section of this report includes an overview of overall achievement in each area, and then summary data regarding achievement at each year level, comparing genders and Māori / non Māori achievement. There is also a summary of achievement for Pacific People.

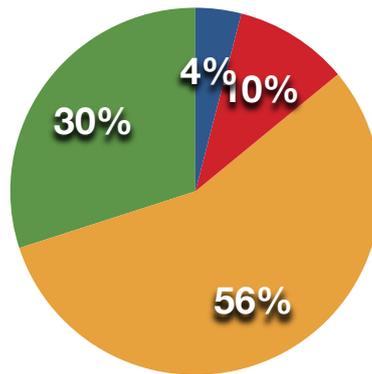
Our 2021 Cohort Data

Year	Number
Year 2	69
Year 3	79
Year 4	79
Year 5	81
Year 6	81
TOTAL	389

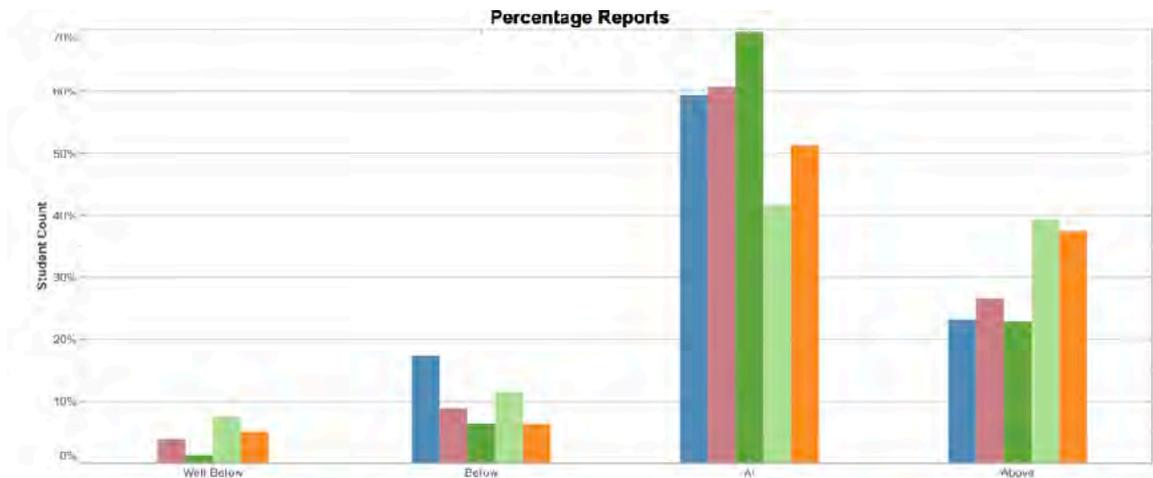
Boys	Girls	TOTAL
210	179	389

Māori	Pacific Peoples	MELAA	Asian	NZ European	TOTAL
98	12	15	30	234	389

2021 Reading Achievement

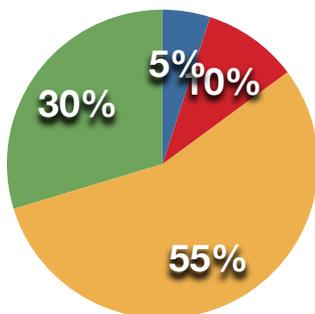


● Well Below ● Below ● At ● Above



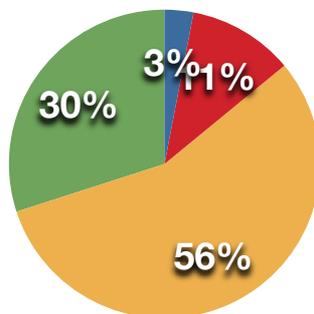
Year at Test	Well Below	Below	At	Above
2		17%	59%	23%
3	4%	9%	61%	27%
4	1%	6%	70%	23%
5	8%	11%	42%	39%
6	5%	6%	51%	38%
	4%	10%	56%	30%

Reading - BOYS



● Well Below ● Below ● At ● Above

Reading - GIRLS



Reading past three years			
	2019	2020	2021
Above	34%	30%	30%
At	51%	55%	56%
Below	13%	12%	10%
Well Below	2%	3%	4%

Summary Points

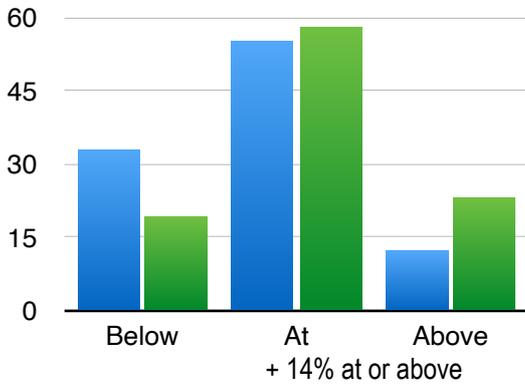
86% of our children are achieving at or above their year level expectation in reading. Achievement of boys and girls is similar with 85 and 86 percent at or above expectation,

Achievement Comparison:

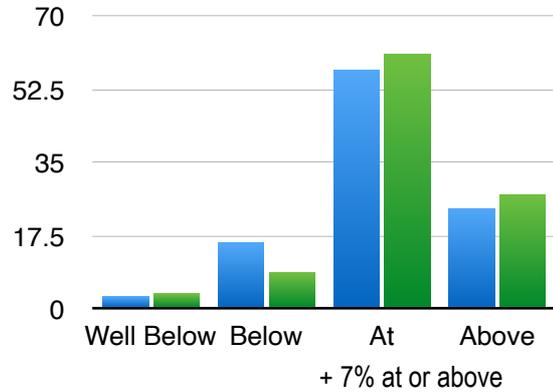
Reading

2020-2021

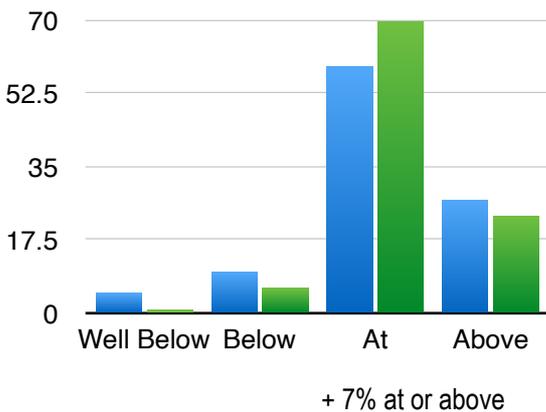
2020 Year 1 2021 Year 2



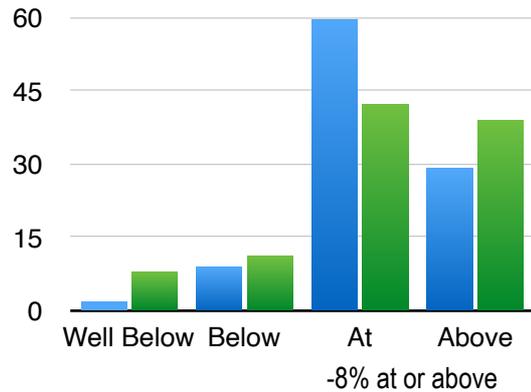
2020 Year 2 2021 Year 3



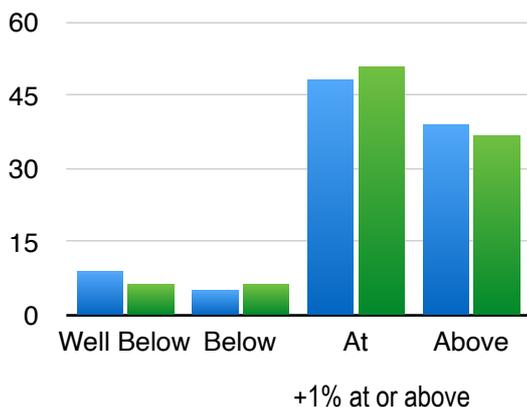
2020 Year 3 2021 Year 4



2020 Year 4 2021 Year 5



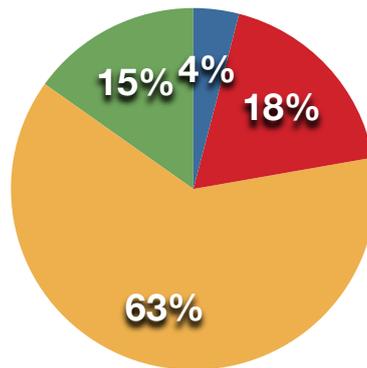
2020 Year 5 2021 Year 6



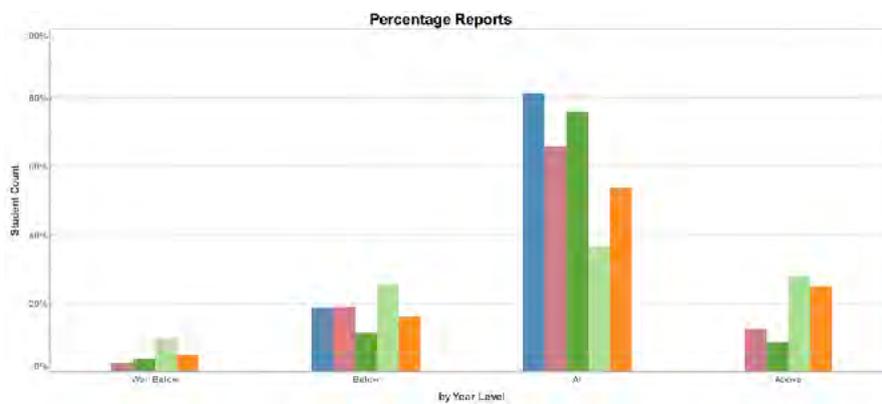
Summary Statement:

- The graphs compare the overall teacher judgement for the same cohort of learners from 2020 to 2021. This doesn't take into account children who have arrived or left in the year.
- Overall there has been positive growth in reading for all year groups except year 5
- Of the children well below in reading in year 5, they are also well below in writing and mathematics. Year 5 data shows a negative shift with some children who were previously 'at' now below. Investigations around attendance, engagement in distance learning, impact of Covid on family circumstances, ESOL and special needs support and their impact on achievement taken place.

2021 Writing Achievement

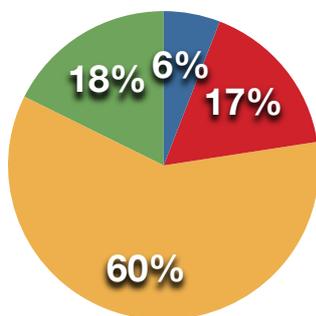


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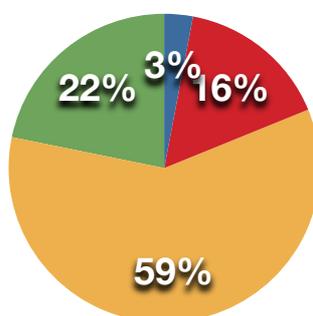
Year at Test	Well Below	Below	At	Above
2		19%	81%	
3	3%	19%	66%	13%
4	4%	11%	76%	9%
5	10%	25%	37%	28%
6	5%	16%	54%	25%
	4%	18%	62%	15%

Writing - BOYS



● Well Below ● Below ● At ● Above

Writing - GIRLS



Writing past three years			
	2019	2020	2021
Above	14%	14%	15%
At	55%	62%	62%
Below	28%	21%	18%
Well Below	3%	3%	4%

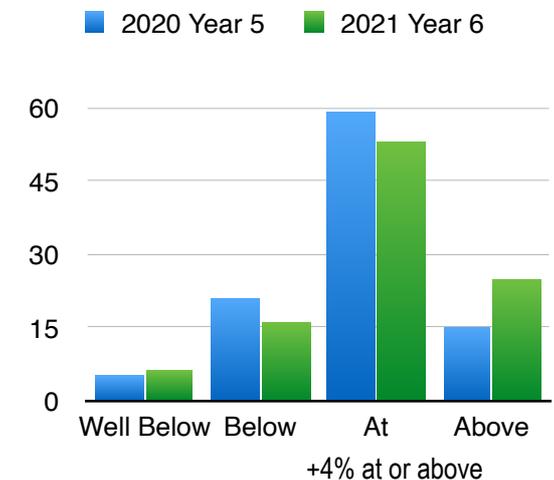
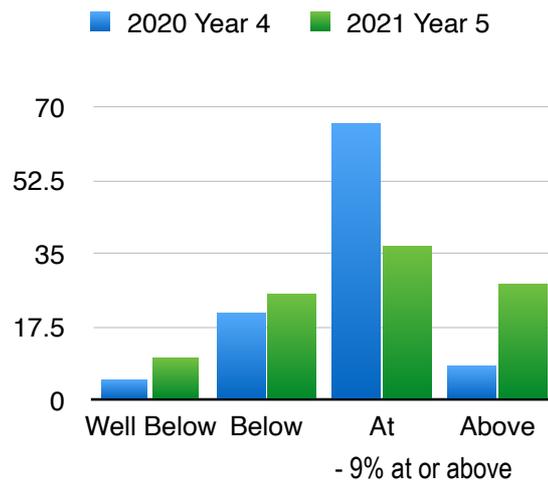
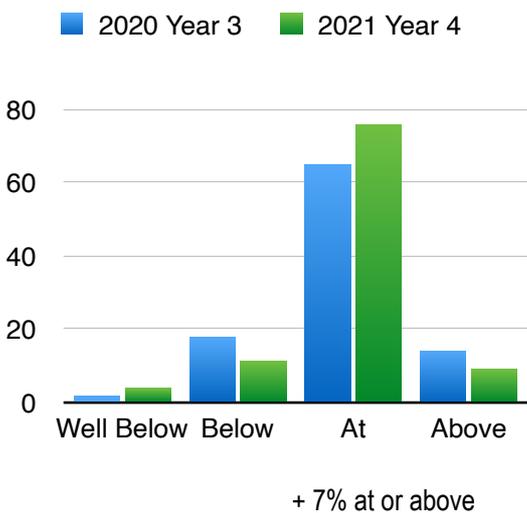
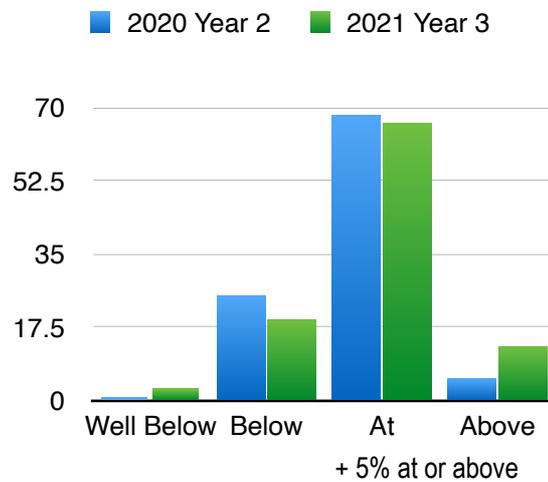
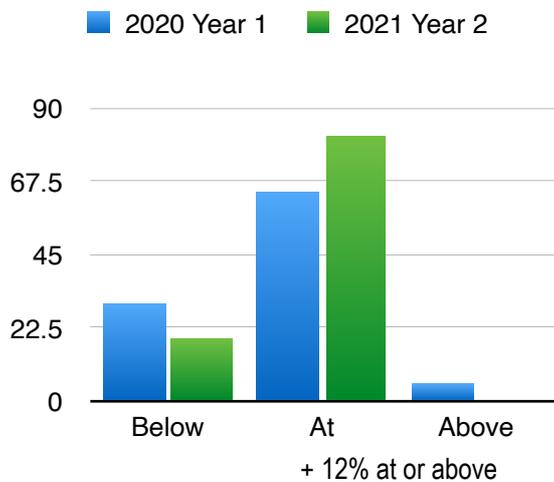
Summary Points

77% of our children are achieving at curriculum expectation in writing.
 Girls achieve higher than boys in writing with 81% at or above our expectation.
 Our year 5 learners, of whom 60% were at or above our curriculum expectation in writing in 2019, improved to 74% at or above expectation in 2020, now have 65% at or above. It is interesting to note that this cohort has both the highest percentage above and below expectation of all cohorts.

Writing

2020-2021

Achievement Comparison:



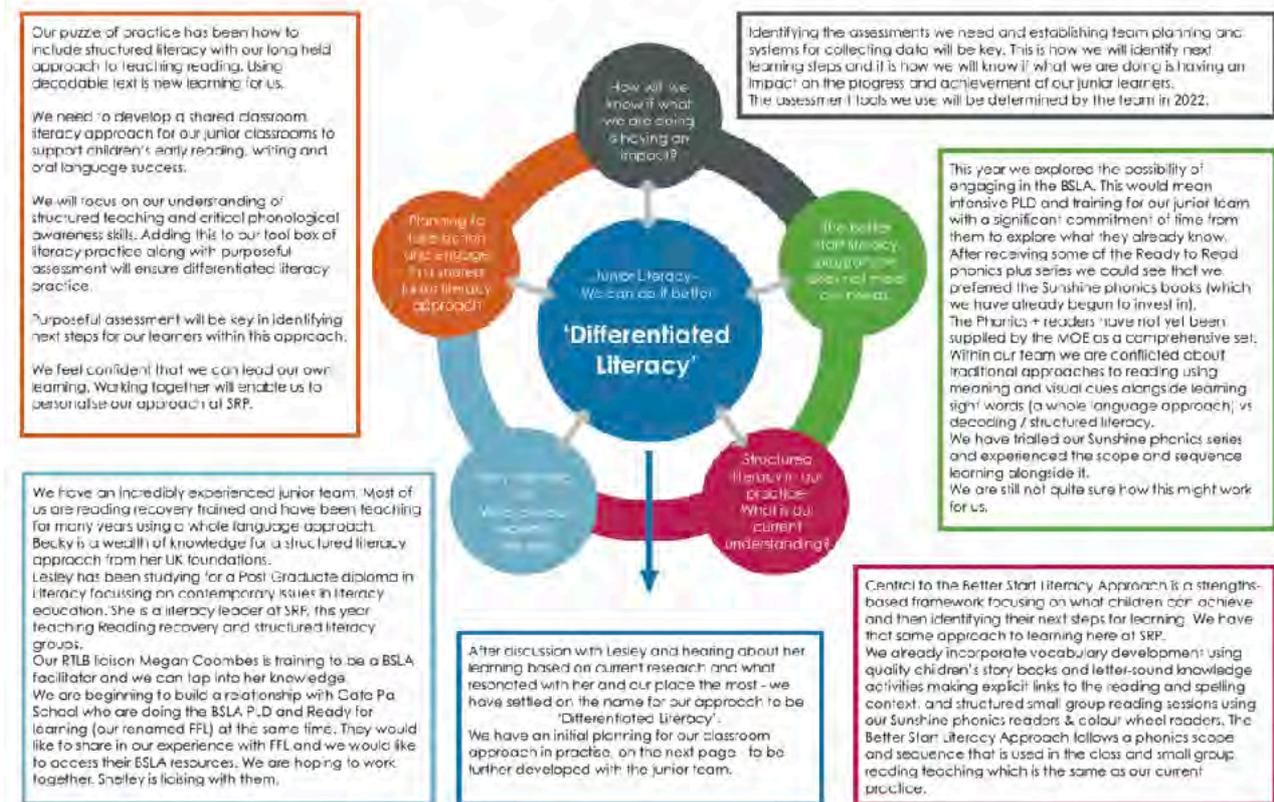
Summary Statement:

- The graphs compare the overall teacher judgement for the same cohort of learners from 2020 to 2021. This doesn't take into account children who have arrived or left in the year.
- Overall there has been positive growth in writing for all year groups except year 5.
- Writing data is similar to reading data.

Literacy Review - next steps

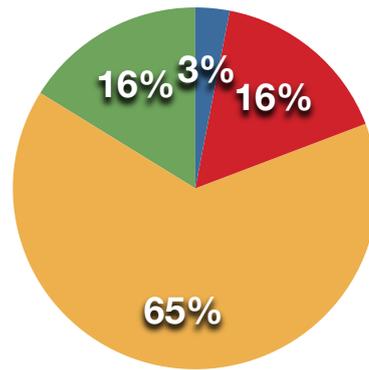
- **Differentiated literacy programme for year 1 and 2 learners.** Including assessment and learning in foundation skills, structured literacy approach and whole language approach. Professional learning for teachers, monitoring and support for practice to lift overall achievement in literacy for our year 1 and 2 learners.

Strategic plan for the Development of our Junior Literacy approach for 2022

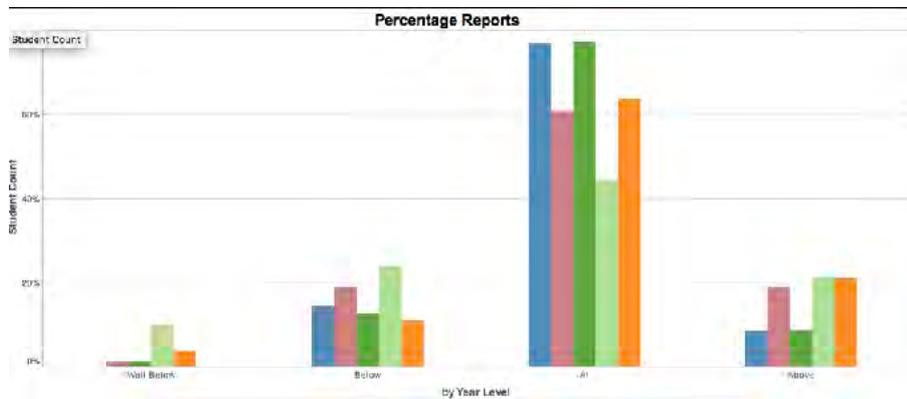


- **Specialist teacher assistance** to accelerate progress for children identified at risk of not achieving as we would like. Differentiated literacy programme (reading recovery, small group, whole class and teacher support programme - .5FTE provided by the Ministry of Education. Also supported by school resourcing.
- **Purchase of Sunshine decodable books sets 4-7 to add to our teaching resourcing.** This will provide us with the whole scope and sequence for decodable readers to support our differentiated literacy programme.
- **Purchase of senior novels / readers** to support classroom programmes with high interest titles
- **Further development in use of STEPS Web literacy support programme for years 2 - 6.** Professional learning for teachers from year 3-6 and ongoing formative assessment and monitoring integrated. Development within Hero SMS.
- **Linking practice to Selwyn Ridge Primary curriculum implementation plan.** Creating authentic learning experiences that allow our students to **apply their skills, strategies and knowledge across the curriculum.**
- **Integration of 'Bounce Back' resilience programme** across the school - focusing on a literacy based approach to social skills and resilience building.

2021 Mathematics Achievement

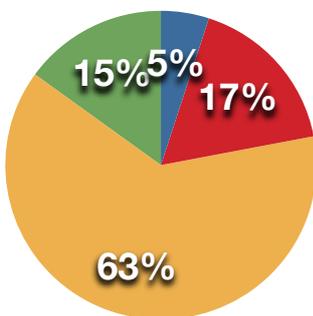


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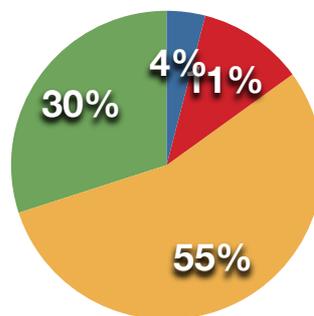


Year at Test	Well Below	Below	At	Above
2		14%	77%	9%
3	1%	19%	61%	19%
4	1%	13%	77%	9%
5	10%	24%	44%	22%
6	4%	11%	64%	21%
	3%	16%	64%	16%

Maths - BOYS



Maths - GIRLS



● Well Below ● Below ● At ● Above

Mathematics last three years - %			
	2019	2020	2021
Above	16%	16%	16%
At	64%	69%	64%
Below	18%	13%	16%
Well Below	2%	2%	3%

Summary Points

80% of our children are achieving at or above our expectation in mathematics.

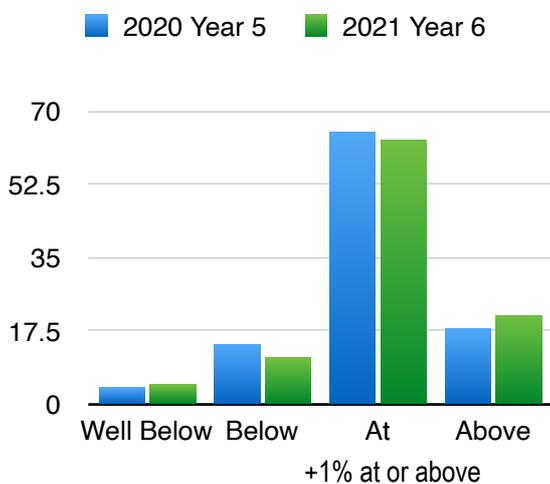
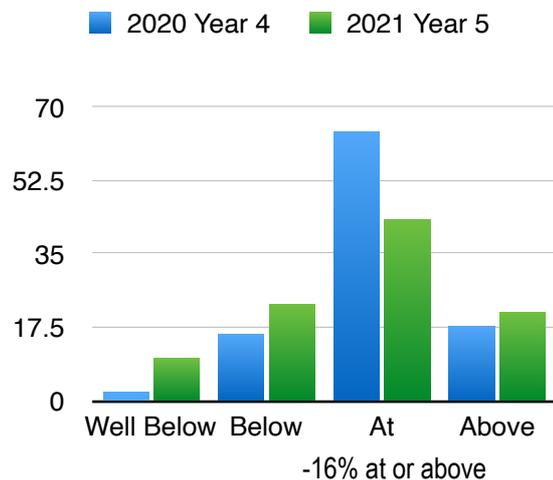
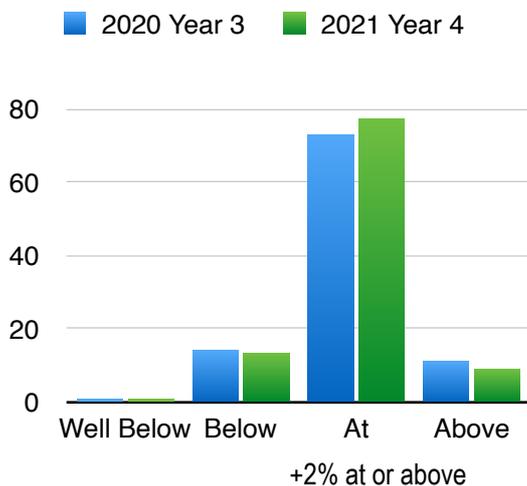
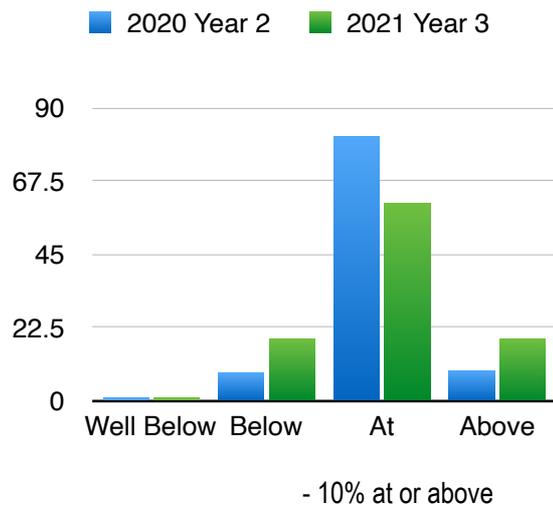
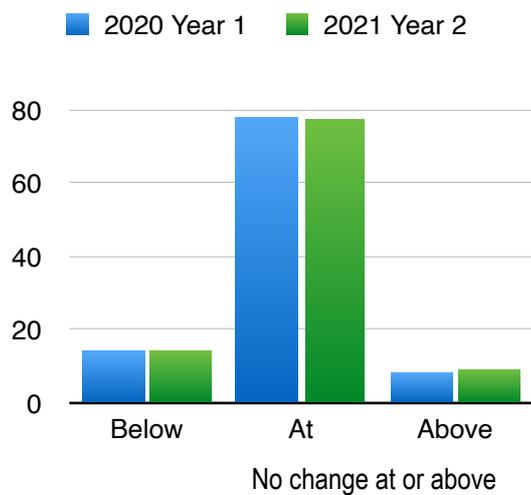
More boys are achieving at our curriculum expectation than girls, but more girls are above expectation. 86% of year 2 learners are at or above our expectation.

There is a significant group of year 5 students requiring acceleration to meet our desired expectation

Achievement Comparison:

Mathematics

2020-2021



Summary Statement:

- The graphs compare the overall teacher judgement for the same cohort of learners from 2020 to 2021. This doesn't take into account children who have arrived or left in the year.
- Overall there has been less growth in mathematics than in reading and writing.
- Year 2 and year 5 data shows a negative shift with some children who were previously 'at' now below. Investigations continue into possible causes and in 2022 these groups will be targeted as priority for acceleration in mathematics.

Mathematics Review - next steps

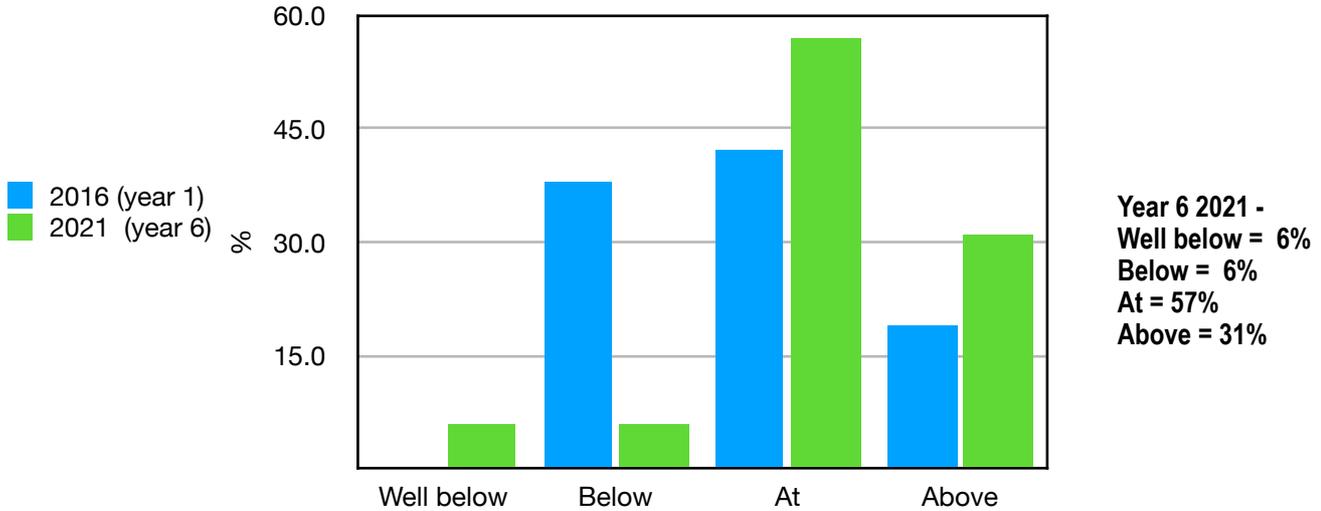
- Professional learning focus for teachers of years 3 to 6. Linking practice to Selwyn Ridge Primary curriculum implementation plan. Key aspect to consider is around our vision and principles for effective teaching of mathematics and use of rich and authentic learning experiences that allow our students to **apply their skills, strategies and knowledge**.
- Mathematics target groups for accelerated learning at year 6 and year 4.
- Partner with RTLB Katrina Stephenson who is undertaking research with a focus on dyscalculia. Professional learning for staff to help target learners.
- Imbedding the '**mathematics profile**' for tracking progress and achievement and exploring Hero as a tool to track and monitor progress and achievement. Collating this data to track progress longitudinally for individual students. Assessment screens can be used to identify groups of students with common learning needs to create targeted intervention booster groups. This will provide an opportunity to design appropriate learning tasks and frame 'just in time' teaching.
- Imbed the use of mathematics building blocks previously developed as progressions, and use these to grow learner agency in mathematics. Further develop use of mathematics building blocks by teachers in planning, monitoring and assessment.
- Specific professional learning around **iPad use to support mathematical teaching and learning in class**.
- Review of mathematics resources (school wide) to identify what we have and what we need - based around the 'why?' A particular focus around resources to represent thinking in various forms - especially in the senior school.



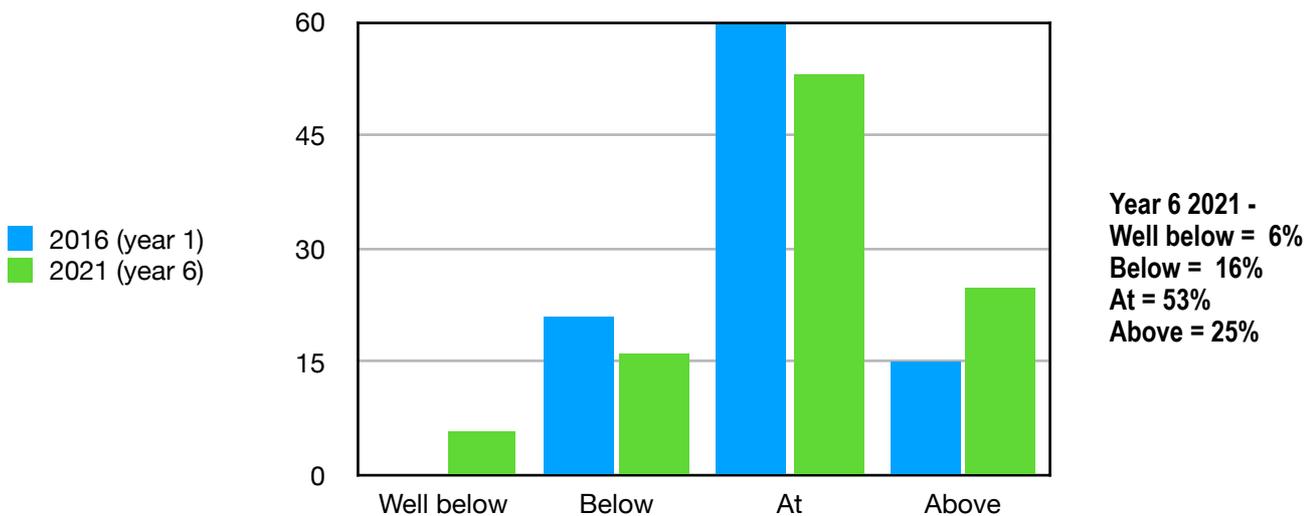
Achievement Comparison:

The graphs below compare the overall teacher judgement for the same cohort of learners in their year 1 year and then again at the end of this year as year 6's.

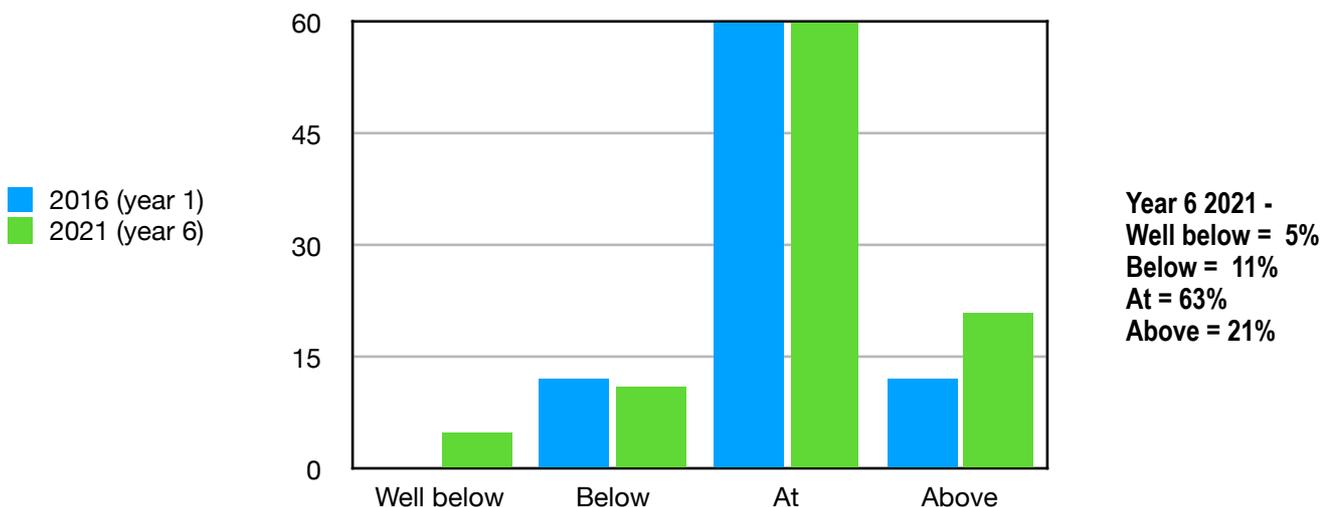
Reading comparison of achievement year 1 to year 6 (%)



Writing comparison of achievement year 1 to year 6 (%)



Mathematics comparison of achievement year 1 to year 6 (%)



Concluding statement

This report provides an analysis of variance of achievement against planned annual goals. Alongside this reporting, supporting documentation provides further depth and break down of data. We are able to easily identify children and their progress. This aligns with our procedures for monitoring children with special needs and/or abilities. We are able to cross moderate by drawing out data from specific assessment tools, and viewing it alongside teacher judgements (i.e AsTTle, writing continuum).

2021 has been a year where we have again faced significant challenges from the Covid-19 pandemic. I am very proud of the way we responded as a school and supported the wellbeing of our community. As has been noted through this report, there is much to celebrate regarding achievement for our 'Kids on the Ridge' and also areas identified for continued development. 2022 will see a continuation of our conceptual approach to curriculum integrating Healthy Active Learning in conjunction with Sport Bay of Plenty.

At Selwyn Ridge we consider what we do in light of our values and beliefs, principles that go with those beliefs, and practices that come from these. We aim to ensure that what we do is aligned with our philosophy of teaching and learning. This approach includes further growth in personalising learning, including assessment for learning and reporting, curriculum planning and decision making, differentiated classroom environments, learning to learn, student voice and opportunities beyond the classroom.

At Selwyn Ridge School our vision for learning is:
Kids On The Ridge Soaring High
Kei runga nga rangatahi i te taukahiwi, kia hokahoka kahurangi

We look forward to a rich and rewarding 2022 where our learners soar high!

Craig Price
Principal

2/12/2021



SELWYNRIDGE
Learners Soaring High
Kia Hokahoka Kahurangi



Growing mind, heart and toolbox: whakāro, manawa, kete

SELWYN RIDGE PRIMARY SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

School Directory

Ministry Number:	6945
Principal:	Craig Price
School Address:	20 Holmburn Street, Welcome Bay, Tauranga
School Postal Address:	20 Holmburn Street, Welcome Bay, Tauranga
School Phone:	07 544 1088
School Email:	srp@selwynridge.school.nz

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Katrina McChesney	Presiding Member	Elected May 2019	September 2022
Craig Price	Principal	ex Officio	
Soi Pearson	Parent Rep	Re-Elected May 2019	Resigned July 2021
Robyn Garrett	Parent Rep	Re-Elected May 2019	September 2022
Bruce Cameron	Parent Rep	Elected May 2019	September 2022
Matthew Thomas	Parent Rep	Selected October 2018	September 2022
James Patea	Parent Rep	Co-Opted October 2021	September 2022
Stephen Knightly	Parent Rep	Co-Opted October 2021	September 2022
Jeff Orr	Parent Rep	Co-Opted October 2021	September 2022
Leah Mikaere	Staff Rep	Elected May 2021	September 2022

Accountant / Service Provider: PKF Tauranga Ltd

SELWYN RIDGE PRIMARY SCHOOL

Annual Report - For the year ended 31 December 2021

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2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 18	Notes to the Financial Statements

Other Information

Analysis of Variance

Kiwisport

Selwyn Ridge Primary School

Statement of Responsibility

For the year ended 31 December 2021

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2021 fairly reflects the financial position and operations of the school.

The School's 2021 financial statements are authorised for issue by the Board.

Katrina Mcchesney
Full Name of Presiding Member

KKM Eneaney
Signature of Presiding Member

31/05/2022
Date:

CRAIG PRICE
Full Name of Principal

[Signature]
Signature of Principal

31/5/2022
Date:

Selwyn Ridge Primary School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue				
Government Grants	2	3,947,474	3,668,953	3,878,261
Locally Raised Funds	3	79,109	46,500	73,818
Interest Income		9,388	10,000	18,005
International Students	4	45,393	77,000	135,652
		<u>4,081,364</u>	<u>3,802,453</u>	<u>4,105,736</u>
Expenses				
Locally Raised Funds	3	62,624	27,000	52,326
International Students	4	72,348	49,000	79,804
Learning Resources	5	2,951,800	2,658,150	2,723,147
Administration	6	189,410	189,260	187,545
Finance		2,391	-	2,581
Property	7	696,975	808,000	845,784
Depreciation	12	110,594	100,000	120,098
		<u>4,086,142</u>	<u>3,831,410</u>	<u>4,011,286</u>
Net Surplus / (Deficit) for the year		(4,778)	(28,957)	94,450
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(4,778)</u>	<u>(28,957)</u>	<u>94,450</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.



Selwyn Ridge Primary School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Equity at 1 January		1,609,152	1,620,393	1,509,217
Total comprehensive revenue and expense for the year		(4,778)	(28,957)	94,450
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant		29,481	-	5,485
Equity at 31 December		1,633,855	1,591,436	1,609,152
Retained Earnings		1,633,855	1,591,436	1,609,152
Equity at 31 December		1,633,855	1,591,436	1,609,152

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.



Selwyn Ridge Primary School

Statement of Financial Position

As at 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Assets				
Cash and Cash Equivalents	8	164,311	324,836	259,488
Accounts Receivable	9	217,056	208,300	195,293
GST Receivable		9,533	-	22,657
Prepayments		11,505	11,000	10,803
Inventories	10	36,156	42,000	41,141
Investments	11	884,965	780,000	775,875
Funds held for Capital Works Projects	15	13,451	-	-
		<u>1,336,977</u>	<u>1,366,136</u>	<u>1,305,257</u>
Current Liabilities				
GST Payable		-	-	-
Accounts Payable	13	273,891	235,000	241,787
Revenue Received in Advance	14	12,394	40,200	40,678
Provision for Cyclical Maintenance	15	27,325	25,000	25,134
Finance Lease Liability	16	13,908	14,000	15,154
Funds held for Capital Works Projects	17	-	-	7,714
		<u>327,518</u>	<u>314,200</u>	<u>330,467</u>
Working Capital Surplus/(Deficit)		1,009,459	1,051,936	974,790
Non-current Assets				
Property, Plant and Equipment	12	647,622	561,500	688,319
		<u>647,622</u>	<u>561,500</u>	<u>688,319</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	16,576	15,000	36,750
Finance Lease Liability	16	6,649	7,000	17,207
		<u>23,225</u>	<u>22,000</u>	<u>53,957</u>
Net Assets		<u>1,633,856</u>	<u>1,591,436</u>	<u>1,609,152</u>
Equity		<u>1,633,855</u>	<u>1,591,436</u>	<u>1,609,152</u>

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



Selwyn Ridge Primary School

Statement of Cash Flows

For the year ended 31 December 2021

	Note	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash flows from Operating Activities				
Government Grants		909,975	870,129	946,160
Locally Raised Funds		78,714	37,500	74,020
International Students		17,109	77,000	100,347
Goods and Services Tax (net)		13,124	-	(24,329)
Payments to Employees		(485,112)	(425,000)	(528,198)
Payments to Suppliers		(461,326)	(509,410)	(425,488)
Cyclical Maintenance Payments in the year		-	-	(13,025)
Interest Paid		(2,391)	-	(2,581)
Interest Received		9,394	10,000	18,169
Net cash from/(to) Operating Activities		79,487	60,219	145,075
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(65,835)	(41,500)	(28,981)
Purchase of Investments		(109,090)	(5,000)	(17,588)
Net cash from/(to) Investing Activities		(174,925)	(46,500)	(46,569)
Cash flows from Financing Activities				
Furniture and Equipment Grant		29,481	-	5,485
Finance Lease Payments		(8,055)	(11,000)	(16,756)
Funds Administered on Behalf of Third Parties		(21,165)	-	(96,752)
Net cash from/(to) Financing Activities		261	(11,000)	(108,023)
Net increase/(decrease) in cash and cash equivalents		(95,177)	2,719	(9,517)
Cash and cash equivalents at the beginning of the year	8	259,488	322,117	269,006
Cash and cash equivalents at the end of the year	8	164,311	324,836	259,489

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.



Selwyn Ridge Primary School

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2021 to 31 December 2021 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the 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 15.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.

Critical Judgements in applying accounting policies

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



Classification of leases

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

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

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

Other Grants

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

Donations, Gifts and Bequests

Donations, gifts and bequests are 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) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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



i) Investments

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

j) Property, Plant and Equipment

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

Improvements 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	10-20 years
Furniture and equipment	10-15 years
Information and communication technology	4-5 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 entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned, by non teaching staff, to but not yet taken at balance date.

Long-term employee entitlements

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

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows

n) Revenue Received in Advance

Revenue received in advance relates to fees received from International Students where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

The School holds sufficient funds to enable the refund of unearned fees in relation to international students, should the School be unable to provide the services to which they relate.

o) Provision for Cyclical Maintenance

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on an up to date 10 Year Property Plan (10YPP) or another appropriate source of evidence.

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) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

Borrowings include but are not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

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.

u) 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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Operational Grants	818,929	787,953	807,863
Teachers' Salaries Grants	2,541,943	2,200,000	2,278,688
Use of Land and Buildings Grants	474,356	620,000	656,050
Other MoE Grants	112,246	61,000	135,660
	<u>3,947,474</u>	<u>3,668,953</u>	<u>3,878,261</u>

The school has opted in to the donations scheme for this year. Total amount received was \$73,800

3. Locally Raised Funds

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue			
Donations & Bequests	2,379	6,000	4,187
Curriculum related Activities - Purchase of goods and services	348	-	2,934
Fees for Extra Curricular Activities	15,596	-	15,090
Trading	51,617	37,000	38,287
Fundraising & Community Grants	3,529	-	8,596
Other Revenue	5,640	3,500	4,724
	<u>79,109</u>	<u>46,500</u>	<u>73,818</u>
Expenses			
Extra Curricular Activities Costs	13,189	-	11,996
Trading	48,656	27,000	33,904
Fundraising and Community Grant Costs	779	-	6,426
	<u>62,624</u>	<u>27,000</u>	<u>52,326</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>16,485</u>	<u>19,500</u>	<u>21,492</u>

4. International Student Revenue and Expenses

	2021 Actual Number	2021 Budget (Unaudited) Number	2020 Actual Number
International Student Roll	6	7	17
Revenue			
International Student Fees	45,393	77,000	135,652
Expenses			
Student Recruitment	6,234	15,500	20,299
Employee Benefit - Salaries	63,034	30,000	55,865
Other Expenses	3,080	3,500	3,640
	<u>72,348</u>	<u>49,000</u>	<u>79,804</u>
<i>Surplus/ (Deficit) for the year International Students</i>	<u>(26,955)</u>	<u>28,000</u>	<u>55,848</u>



5. Learning Resources

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Curricular	96,639	127,100	85,324
Equipment Repairs	240	1,500	-
Information and Communication Technology	12,161	20,000	11,368
Library Resources	5,310	4,850	2,569
Employee Benefits - Salaries	2,825,383	2,464,000	2,598,993
Staff Development	12,067	40,700	24,893
	<u>2,951,800</u>	<u>2,658,150</u>	<u>2,723,147</u>

6. Administration

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Audit Fee	5,671	5,800	5,151
Board Fees	8,672	8,500	6,941
Board Expenses	3,529	7,110	1,422
Communication	13,622	12,200	12,407
Consumables	31,613	23,000	25,712
Operating Lease	-	3,000	-
Legal Fees	-	500	339
Other	17,530	24,150	34,729
Employee Benefits - Salaries	90,299	87,000	83,110
Insurance	9,594	10,000	7,714
Service Providers, Contractors and Consultancy	8,880	8,000	10,020
	<u>189,410</u>	<u>189,260</u>	<u>187,545</u>

7. Property

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Caretaking and Cleaning Consumables	15,310	13,000	15,559
Consultancy and Contract Services	51,822	50,000	33,202
Cyclical Maintenance Provision	10,437	10,000	21,742
Grounds	18,792	13,000	7,429
Heat, Light and Water	22,926	24,000	22,655
Rates	11,237	9,000	9,113
Repairs and Maintenance	41,771	26,000	38,901
Use of Land and Buildings	474,356	620,000	656,050
Employee Benefits - Salaries	50,324	43,000	41,133
	<u>696,975</u>	<u>808,000</u>	<u>845,784</u>

In 2021, the Ministry of Education revised the notional rent rate from 8% to 5% to align it with the Government Capital Charge rate. This is considered to be a reasonable proxy for the market rental yield on the value of land and buildings used by schools. Accordingly in 2021, the use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.



8. Cash and Cash Equivalents

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Bank Accounts	165,517	326,136	262,082
Short-term Bank Deposits	-	-	-
Bank Overdraft	(1,206)	(1,300)	(2,594)
Cash and cash equivalents for Statement of Cash Flows	<u>164,311</u>	<u>324,836</u>	<u>259,488</u>

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

Of the \$165,517 Cash and Cash Equivalents, \$12,174 is held by the School for International Student Fees

9. Accounts Receivable

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Receivables	720	10,000	325
Receivables from the Ministry of Education	13,180	-	493
Interest Receivable	286	300	292
Teacher Salaries Grant Receivable	202,870	198,000	194,183
	<u>217,056</u>	<u>208,300</u>	<u>195,293</u>
Receivables from Exchange Transactions	1,006	10,300	617
Receivables from Non-Exchange Transactions	216,050	198,000	194,676
	<u>217,056</u>	<u>208,300</u>	<u>195,293</u>

10. Inventories

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
School Uniforms	36,156	42,000	41,141
	<u>36,156</u>	<u>42,000</u>	<u>41,141</u>

11. Investments

The School's investment activities are classified as follows:

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	884,965	780,000	775,875
Total Investments	<u>884,965</u>	<u>780,000</u>	<u>775,875</u>



12. Property, Plant and Equipment

2021	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Buildings	157,069	-	-	-	(4,793)	152,276
Furniture and Equipment	407,322	5,443	-	-	(55,262)	357,503
Information and Communication Technology	63,254	60,546	-	-	(31,118)	92,682
Leased Assets	29,823	4,060	-	-	(15,672)	18,211
Library Resources	30,851	3,724	(3,876)	-	(3,749)	26,950
Balance at 31 December 2021	688,319	73,773	(3,876)	-	(110,594)	647,622

The net carrying value of equipment held under a finance lease is \$18,211 (2020: \$29,823)

	2021 Cost or Valuation \$	2021 Accumulated Depreciation \$	2021 Net Book Value \$	2020 Cost or Valuation \$	2020 Accumulated Depreciation \$	2020 Net Book Value \$
Buildings	280,021	(127,745)	152,276	280,021	(122,952)	157,069
Furniture and Equipment	1,035,777	(678,274)	357,503	1,030,335	(623,013)	407,322
Information and Communication T	409,551	(316,869)	92,682	349,005	(285,751)	63,254
Leased Assets	74,817	(56,606)	18,211	75,435	(45,612)	29,823
Library Resources	88,082	(61,132)	26,950	102,657	(71,806)	30,851
Balance at 31 December	1,888,248	(1,240,626)	647,622	1,837,453	(1,149,134)	688,319

13. Accounts Payable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Creditors	47,154	25,000	25,722
Employee Entitlements - Salaries	209,584	200,000	201,411
Employee Entitlements - Leave Accrual	17,153	10,000	14,654
	273,891	235,000	241,787
Payables for Exchange Transactions	273,891	235,000	241,787
	273,891	235,000	241,787

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
International Student Fees in Advance	12,174	40,000	40,478
Other revenue in Advance	220	200	200
	12,394	40,200	40,678



15. Provision for Cyclical Maintenance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Provision at the Start of the Year	61,884	61,884	53,167
Increase/ (decrease) to the Provision During the Year	13,279	10,000	21,742
Use of the Provision During the Year	(31,262)	(31,884)	(13,025)
Provision at the End of the Year	<u>43,901</u>	<u>40,000</u>	<u>61,884</u>
Cyclical Maintenance - Current	27,325	25,000	25,134
Cyclical Maintenance - Term	16,576	15,000	36,750
	<u>43,901</u>	<u>40,000</u>	<u>61,884</u>

16. Finance Lease Liability

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
No Later than One Year			
Later than One Year and no Later than Five Years	15,103	14,000	17,354
Later than Five Years	7,025	7,000	18,386
Future Finance Charges	(1,571)	-	(3,379)
	<u>20,557</u>	<u>21,000</u>	<u>32,361</u>
Represented by			
Finance lease liability - Current	13,908	14,000	15,154
Finance lease liability - Term	6,649	7,000	17,207
	<u>20,557</u>	<u>21,000</u>	<u>32,361</u>

17. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects.

2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Heart of the School	(11,098)	19,996	(10,000)	1,102	-
Information Room	18,812	7,723	(32,371)	5,836	-
Flexible Learning Spaces	-	-	(13,451)	-	(13,451)
Totals	<u>7,714</u>	<u>27,719</u>	<u>(55,822)</u>	<u>6,938</u>	<u>(13,451)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Due from the Ministry of Education	(13,451)
	<u>13,451</u>



2020	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Classrooms Internal Modifications	105,066	105,520	(221,712)	11,126	-
Heart of the School Information Room	-	179,964	(191,062)	-	(11,098)
	-	86,440	(67,628)	-	18,812
Totals	105,066	371,924	(480,402)	11,126	7,714

19. 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.

20. Remuneration

Key management personnel compensation

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

	2021 Actual \$	2020 Actual \$
<i>Board Members</i>		
Remuneration	8,672	6,941
<i>Leadership Team</i>		
Remuneration	372,792	356,649
Full-time equivalent members	3	3
Total key management personnel remuneration	381,464	363,590

There are 8 members of the Board excluding the Principal. The Board had held 11 full meetings of the Board in the year. The Board also has Finance (3 members) and Property (2 members) that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150 - 160	150 - 160
Benefits and Other Emoluments	4 - 5	4 - 5
Termination Benefits	-	-



Other Employees

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

Remuneration \$000	2021 FTE Number	2020 FTE Number
100 - 110	4.00	2.00
	<u>4.00</u>	<u>2.00</u>

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

21. Compensation and Other Benefits Upon Leaving

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

	2021 Actual	2020 Actual
Total	-	-
Number of People	-	-

22. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2021 (Contingent liabilities and assets at 31 December 2020: nil).

Holidays Act Compliance – schools payroll

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

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

To the extent that any obligation cannot reasonably be quantified at 31 December 2021, a contingent liability for the school may exist.

23. Commitments

(a) Capital Commitments

As at 31 December 2021 the Board has no Capital Commitments.

(Capital commitments at 31 December 2020: \$18,812)

(b) Operating Commitments

As at 31 December 2021 the Board has no operating contracts. (2020 :Nil)



24. 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

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Cash and Cash Equivalents	164,311	324,836	259,488
Receivables	217,056	208,300	195,293
Investments - Term Deposits	884,965	780,000	775,875
Total Financial assets measured at amortised cost	<u>1,266,332</u>	<u>1,313,136</u>	<u>1,230,656</u>

Financial liabilities measured at amortised cost

Payables	273,891	235,000	241,787
Finance Leases	20,557	21,000	32,361
Total Financial Liabilities Measured at Amortised Cost	<u>294,448</u>	<u>256,000</u>	<u>274,148</u>

25. Events After Balance Date

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

26. Comparatives

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

27. COVID 19 Pandemic on going implications

Impact of Covid-19

During 2021 the country moved between alert levels. During February and March 2021 Auckland was placed into alert levels 3 and 2 and other parts of the country moved into alert level 2.

Towards the end of June 2021, the Wellington region was placed into alert level 2 for one week.

Towards the end of August 2021, the entire country moved to alert level 4, with a move to alert level 3 and 2 for everyone outside the Auckland region three weeks later. While Auckland has remained in alert level 3 for a prolonged period of time the Northland and Waikato regions have also returned to alert level 3 restrictions during this period.

Impact on operations

Schools have been required to continue adapting to remote and online learning practices when physical attendance is unable to occur in alert level 4 and 3. Schools continue to receive funding from the Te Tāhuhu o te Mātauranga | Ministry to Education, even while closed.

However, the ongoing interruptions resulting from the moves in alert levels have impacted schools in various ways which potentially will negatively affect the operations and services of the school. We describe below the possible effects on the school that we have identified, resulting from the ongoing impacts of the COVID-19 alert level changes.

Reduction in locally raised funds

Under alert levels 4,3, and 2 the school's ability to undertake fund raising events in the community and/ or collect donations or other contributions from parents, may have been compromised. Costs already incurred arranging future events may not be recoverable.



Increased Remote learning additional costs

Under alert levels 4 and 3 ensuring that students have the ability to undertake remote or distance learning often incurs additional costs in the supply of materials and devices to students to enable alternative methods of curriculum delivery.

Reduction in International students

Under alert levels 4, 3, 2, and 1 International travel is heavily restricted. The school has been unable to welcome and enrol prospective international students which has resulted in a reduction in revenue from student fees & charges from International students and/or Board of Trustee operated boarding facilities.





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INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF SELWYN RIDGE PRIMARY SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2021

The Auditor-General is the auditor of Selwyn Ridge Primary School (the School). The Auditor-General has appointed me, Donna Taylor, 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 18, that comprise the statement of financial position as at 31 December 2021, 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 2021; 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 31 May 2022. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Basis for our opinion

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

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

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

PARTNERS: Fraser Lellman CA
Donna Taylor CA

Jenny Lee CA
Paul Manning CA

Janine Hellyer CA

ASSOCIATE: Michael Lim CA

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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 of Trustees 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.



Donna Taylor
BDO Tauranga
On behalf of the Auditor-General
Tauranga, New Zealand