



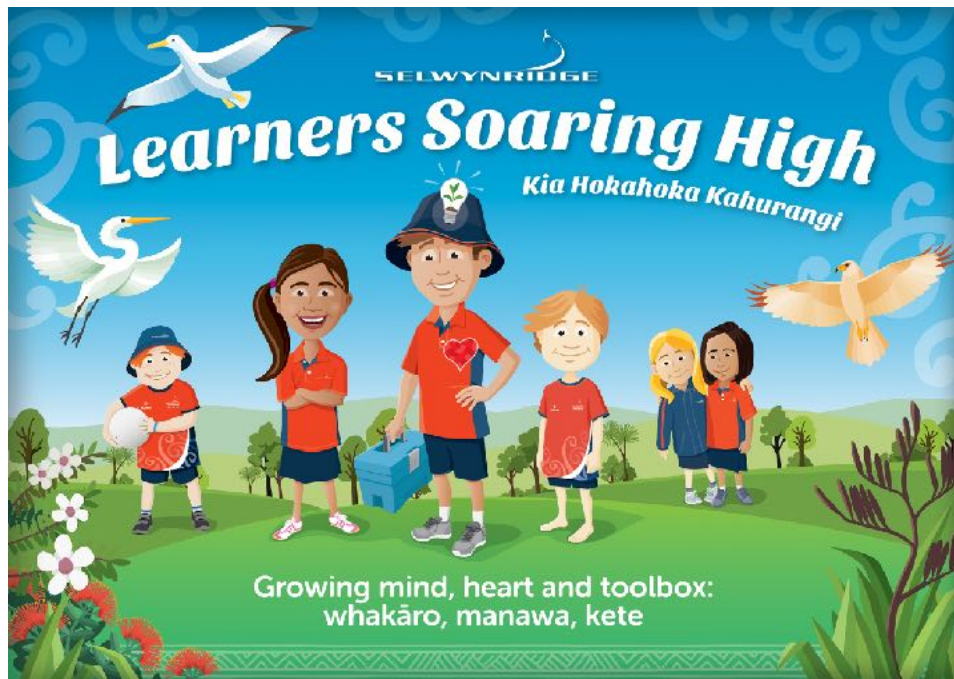
SELWYNRIDGE

2022 Annual Report and Analysis of Variance



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

Annual Goals:

Following consultation and review of 2021 achievement information we established the following annual goals for our 2022 annual plan.

- To implement Healthy Active Learning education approach to wellbeing of our tamariki and rangatahi. Healthy Active Learning is a joint government initiative between Sport NZ and the Ministries of Health and Education to improve the wellbeing of tamariki and rangatahi through healthy eating and drinking and quality physical activity.
- Year 1-2: To develop early literacy practice and assessment to lift student achievement through development of our Selwyn Ridge junior differentiated literacy approach
- Year 3-6: Further developing mathematics teaching and learning practice. To improve pedagogical teacher knowledge and student outcomes through consistent and shared practice, materials and targeted acceleration.

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.

Report on sport - including Kiwi Sport funding

Selwyn Ridge used Kiwi-sport funding in conjunction with our own funding 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.

In 2022 it was a highlight to be able to participate in many sports and activities again following the impact COVID had in 2021. Other highlights include;

- Winners of Tauranga Open Cross Country 2022 School Points trophy
- Top School Team winners
- 45 children competed in the WBOP orienteering championships
- Many children representing SRP at Southern Cluster and WBOP levels

Our Dynamo Sports Leaders (Year 6) were again a valued part of our kura particularly with their support of junior PE.

Next year we look forward to introducing some new sports such as mountain biking and kia o rahi and continuing to grow and achieve success in the sports and activities we're involved with.

Board Of Trustees - 2022

Our Board of Trustees, through effective governance, provides direction and coherence to the operational leadership and management of Selwyn Ridge School. This year Board elections took place in September. Our school is thankful to outgoing Board members Jeff Orr, Bruce Cameron and James Patea who contributed much during their time on our Board. We welcome Todd Whittaker and Steve Murray as new Board members.

Board training was undertaken throughout the year with a particular focus on Te Tiriti o Waitangi enhancing governance. There was also governance training for all the Board following the election.

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. We have an Equal Employment Opportunities procedure and in 2022 had no issues regarding equal employment opportunities.

Name	Position	Year office taken
Katrina McChesney	Presiding member	2019
Stephen Knightley	Elected parent	2021
Matthew Thomas	Elected parent	2018
Steve Murray	Elected parent	2022
Todd Whittaker	Elected parent	2022
Leah Mikaere	Staff representative	2021
Craig Price	Principal	2007

Analysis of Variance - Annual Plan Goals

Annual Plan Priority Areas

Learning Culture and Achievement (1)

- Healthy Active learning
- Differentiated literacy (years 1-2)
- Mathematics (years 3-6)

Learners of National Priority : (2)

- Inclusive Education (a)
- Commitment to tangata whenuatanga and Te Tiriti O Waitangi partnership (b)
- Pasifika learners (c)

School Environment

2022 Curriculum review

- Concept review - Powerful Curriculum Implementation
- 2022: End of year assessment information - Reading, Writing, Mathematics

Conclusion



Learning Culture - Healthy Active Learning

Strategic goal - 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 Healthy Active Learning education approach to wellbeing of our tamariki and rangatahi. **HEALTHY ACTIVE LEARNING :** Healthy Active Learning is a joint government initiative between Sport NZ and the Ministries of Health and Education to improve the wellbeing of tamariki and rangatahi through healthy eating and drinking and quality physical activity.

Actions

- Introduction to Healthy Active Learning programme. Dialogue about participation. Leadership of programme. Facilitation and support. Healthy Active Learning included in school charter goals. Memorandum of Understanding signed with Sport BOP. Sport BOP Facilitator (Meg Fisher) appointed to work with school.
- 26/1 - Professional learning for all teachers facilitated by Harko Brown - Ngā Taonga Tākaro. Teachers explore and experience honga, tewha, hakura & wi-uka and Manu Waahine kite. Discussions on how to adapt & apply these taonga for and how to weave into the NZ Curriculum. Plan for implementation.
- 27/1 - Introduction of Healthy Active Learning to all staff. Implementation plan development. All staff aware of Healthy Active Learning goals and overview of programme. Understanding of connection with Te Whare Tapa Whā, Bounce back and te ao Māori.
- Healthy Active Learning Leadership positions allocated. Job descriptions developed. Fixed term unit allocation for leadership of Healthy Active Learning across the kura.
- Development and implementation of Healthy Active Learning plan.
- Meg Fisher, observation in leadership classes. Getting to know our kaiako and tamariki.
- Meeting with Meg Fisher to develop staff hui content, including assessment surveys for kaiako and tamariki. NZCER Staff wellbeing survey planned for term two.
- 2/3 Hybrid staff hui - overview of Te Whare Tapa Whā. Planning for rich implementation across curriculum.
- 11/3 - Teacher only day - further learning with Te Whare Tapa Whā and Wellbeing in the curriculum.
- Healthy Active Learning staff hui Wednesday 25 May
- Healthy Active Learning presentation of progress to BOT 8 June
- Craig Price attendance and presentation at Healthy Active Learning Regional Advisory - 4 August. I have been invited to be part of the Regional Advisory group and have accepted this role.
- Contribution from Healthy Active Learning by providing release for several teacher release days to support the marakai project.
- Sport BOP Healthy Active Learning facilitator Meg Fisher has taken professional learning sessions for the staff around the 'Movewell' resource
- Meg Fisher to continue working with our lead tamariki in building on well being survey results.
- Term review and planning meeting for 2023. Building into year two. Community connector. Mara kai connection.

Outcomes

Healthy Active Learning has added to our teaching kete and had positive impact on tamariki through building movement and activity across the curriculum. Professional learning for kaiako has been regular with the year ignited by Harko Brown. Te whare tapa wha has driven our curriculum with Bounce Back also being imbedded further. The following feedback is from kaiako who have championed Healthy Active Learning across the kura.

Kaiako feedback 1) - Healthy active learning has been an amazing focus for us as a kura this year. I have thoroughly enjoyed all the professional learning and working alongside Meg. She always keeps it practical, realistic and fun. Her passion is infectious. A definite highlight for me personally was delving deeply into Te Whare Tapa Whā and connecting it with many elements across our classroom learning. Another highlight has been how HAL and Bounce Back work so well together. As a team, this focus has been very positive across the levels. I think two main positives have come through:

- 1) we have reframed our focus to hauora
- 2) kaiako have had an opportunity to reflect on previous and future pedagogy around HPE and what it is, what it means and what it looks like (for us and kids)

I think we need to continue to make hauora our number one focus.

- The following links connect to supporting documents from the year. The first is a piece published on the 'Sparklers' forum and the second is the Toroa HAL movie presented to the Board earlier in the year.

<https://sparklers.org.nz/teachers-educators/supporting-confident-tamariki-at-selwyn-ridge-school/>

https://drive.google.com/drive/u/0/folders/1ZazB_xwnjlbxGAT5P8j71Cy5kC3KWldw

Learning Culture - Healthy Active Learning

Outcomes

Kaiako feedback 2) - Healthy Active Learning (HAL) has had a positive impact on hauora for both myself but also learners (teachers and tamariki) this year. It has benefited the way in which we can be more flexible thinkers and positive communicators with/for each other. Each HAL session was fun, energetic and gave us all easy to implement strategies that linked with balancing our pou using Te whare tapa wha concept. These two vehicles link with Bounce Back beautifully and I wonder if this is an area for further development- making sure we are all seeing the connection and that it is not “an extra” - could also be useful for reporting and gathering data about our well-being/ hauora as a Kura. As a team leader, including aspects of HAL/TWTW in meetings has been invaluable- allowing that fun, energy and whanaungatanga to infuse all we do saw our mahi have purpose and help us “walk the talk”. I am excited to continue with HAL/TWTW in 2023 and explore narrative therapy using our local purakau to help learners with learner agency.

Kaiako feedback 3) - The professional development we had with Harko Brown at the beginning of the year was a good way to kick off the year. All of my team were thankful for the ‘hands on’ aspect of it and also the way Harko drew on te Ao Māori to grow understanding of how ‘Taiao’ can connect us all to the land and help our hauora. The games he introduced to us were great, and I think that the additional ‘Movewell’ resource later on in the year certainly added tools to our kit.

Using Mason Drurie’s model of ‘Te Whare Tapa Wha’ as a planning and learning tool was powerful. It was a really good visual to share with the tamariki and grow understanding with whānau. Initially we (the teaching team) grappled with our understanding of how to introduce or break down ‘Hinengaro’ and ‘Wairua’ with tamariki however as the depth of our own understanding of the model grew we realised that those concepts or aspects ‘fell out’ of the learning. The team all felt that growing hauora was very timely for our tamariki as there were many presenting with anxiety and social / emotional needs. We also appreciated that as the ‘Concept’ for 2022 we had the time to mahi through each pou and did not feel rushed to do so. Each class worked in their own way in response to the needs of their learners. Having Meg to work alongside us was great she was always positive, motivating and knowledgeable. Her professional development meetings met our needs. Attending the professional development day with Sports BOP at the beginning of the term was worthwhile with speakers about using purakau to support narrative therapy and also using mindfulness to assist tamariki and kaiako with their hauora. Looking toward 2023 I would like to see us continue to use TWTW as a part of our overarching learning alongside Bounce Back. Also looking at the explicit planning for Health and PE.

Next steps

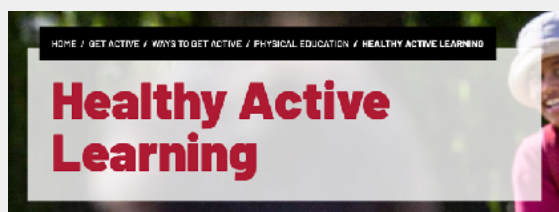
2023 is year 2 out of 3 of our Healthy Active Learning Commitment. Provision of a Sport BOP Community Connector comes into place alongside this. The following next steps were developed in conjunction with Meg Fisher, our Sport BOP Liaison at a recent hui.

Healthy Active Learning - Possible Next Steps:

- Ki-o-rahi narrative being shared with all kaiako, tournaments with Maungatapu/Welcome Bay
- Further support with planning - Q. Where is your movement? What are the expectations of this as a kura. How can we provide support/coaching for kaiako to be creative with this?
- Individual coaching/support where needed.
- Integration with localised curriculum. Quality physical activity, what can this look like?
- Consider further professional learning opportunities for whole staff team. Play? Differentiated small games with whole class set up? Hauora? Wellbeing in the classroom? Pūrākau narratives? Bringing TWTW off the wall?
- Connect with other schools to see Play equipment in action.

Potential ideas for Community Connector in 2023:

Neighbourhood Play Space along alley way
Play scan (breaktimes) and recommendations
Play equipment ideas and support with creating play space.
Whānau connection opportunities, possibly linked to engaging in PA or Play
PALs (Physical Activity Leaders)
Mārakai community connect.



Differentiated literacy - year 1 and 2

Strategic goal - Strategic Goal - To enhance student achievement through a culture of continued improvement : developing teaching , learning and assessment capability in alignment with the NZ curriculum and SRP curriculum.

Annual Target - To develop early literacy practice and assessment to lift student achievement.

Actions

- Junior team meetings held to gain clarity about our approach (see DL page on SRP site for notes)
- collation of thinking through discussion and sharing of good practice & ideas through email thread in place of getting together
- Assessment of Foundations skills across year 1 classes is complete and cohort data collected in spreadsheets, ready to investigate as a team to identify strengths, needs and next steps
- Early phonological skills resource purchased and is being used daily across junior team (a 38 wk oral skills programme called 'Heggerty phonemic awareness')
- SRP/ Heggerty based early phonological assessment created and is initial data currently being gathered across junior team (Yr 1 & 2) will be collated the same way as FFL
- After attempting ourselves, HERO have been supplied with info and examples of FFL assessment and data view in the hopes that it can be loaded by HERO that way
- Sunshine decodable reading series 4-7 have been purchased, labelled, boxed and added to our resource room (as was proposed)
- Phonological assessment (PA) data collected across junior team - entered into HERO and analysed as team
- Shelley and Lesley had a planning and literature review day and pulled together thinking to present to junior team
- Junior team meeting Lesley shared learning and current research & Shelley connected how it links to SRP learning and our approach was cemented
- Junior team moderated writing and reviewed our own 'within 1B' writing continuum for planning and learning
- Year 1 team triangulated data from PA, FFL and current reading levels to discuss and cross check that the needs of their learners are being met - ensuring progress
- Year 1 team have identified their own personal next step for DL learning and have shared how/what support they would like to meet that eg: observing a SL lesson, discussing planning one on one with Lesley & Shelley to release/ facilitate these next steps
- Next steps learning were held which were differentiated - observations of colleagues, one on one with Lesley
- Collection of data across junior school, reading levels
- Class reading data graphed and shared individually along side the cohort collective data
- Individual meetings held with each teacher to discuss the following two questions, given prior... How have you differentiate your practice? and What impact has this had on the achievement of your class? Meeting unpacked class data, shared current practice and discussion of next steps for each teacher.
- 3 week time frame for working towards next steps with a follow up meeting planned
- Team meeting to share collective 'differentiated practice' across our team, sharing of cohort data with prompts to discuss and challenge results
- Collection of Heggerty assessment to review success of the programme, review use and discuss practice
- Interview and published interview excerpts for Ed Gazette about our Early Literacy model experience
- On going check ins with each teacher in the team to build on personalised practice goals
- Shelley Handley visited Matua school to observe BSLA practice, planning and assessment

Outcomes

Teaching literacy to 5 and 6 year olds requires purposeful targeted practice and mindful patience. Kaiakō have '*kept their feet firmly on the literacy learning pedal*' throughout 2022! Researching reading progress, it is clear that the 'coming together of all the skills a child needs to begin their journey as a reader' takes time, is complex, and requires immersion in a literacy rich environment.

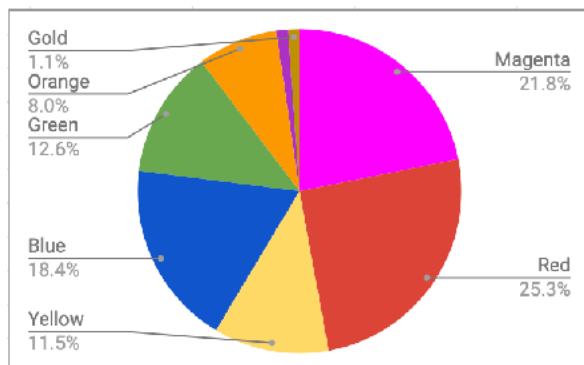
A significant proportion of our Year 1 learners have made considerable progress in reading. The 38 ākonga who are still in the lower reading levels have had a variable number of weeks at school since May. They have not completed their first year at school. Some children need more time to add all of the reading skills to their kete. This variable timeframe and school entry differences is why we have to be 'mindful and patient', while purposeful in targeting next steps. It is in this cohort and area of literacy learning that kaiakō need support to understand how to better cater for learners' needs. And it is this area that the BSLA programme targets.

Differentiated literacy - year 1 and 2

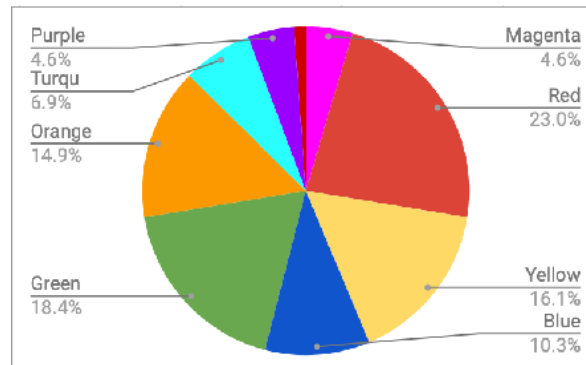
Outcomes

Our Junior OTJ's demonstrate positive outcomes in reading in 2022.

In unpacking the evidencing of our Year 1 reading levels, we can see that progress is considerable. Achievement levels are higher than the past two years (keeping in mind the variable nature of entry cohorts.)



Yr 1 Term 3 Reading levels



Yr 1 Term 4 Reading levels

Next steps

We will continue to build on the learning we have engaged in this year as a team. With our successful application to train in the Better Start Literacy Approach (BSLA) programme next year, our Year 1 teachers are looking forward to a shared clarity of direction around structured literacy. Shelley Handley will be training as our school BSLA facilitator in Christchurch at the end of January, giving her the micro credentials needed (through Canterbury University) to support our team through their training. While the learning involves a big time commitment for our teachers outside of school hours, the team are excited to be engaging in this learning as a tool to add to their kete.

Our Foundational Learning will be continued and has been embedded into our practice as our school entry assessment. We will be aiming to incorporate BSLA learning with our previous work and aligning it with school entry mahi as well.

Our Year 2 teachers will also be working together to continue the development of literacy practice. Shelley Handley and Linda Hales will be working alongside them to facilitate some BSLA learned practice in their classes. We will be targeting needs with one to one support from Reading Recovery tutoring and small group work; providing an extra layer to identify and accelerate the progress of learners at risk of not achieving at this level.

We aim to work together to create a vision for learning at each level - what do we want our Year 1 and Year 2 learners to know, understand, do in their first year at school and in their second year of school. It will include our principles and must do's of practice and assessment to support the achievement of this vision map.



Quality teaching and leadership

Mathematics - year 3 to 6

Strategic goal - Teaching and learning in mathematics - years 3 to 6

To enhance student achievement through a culture of continued improvement : developing teaching , learning and assessment capability in alignment with the NZ curriculum and SRP curriculum.

Annual Target: To improve pedagogical teacher knowledge and student outcomes through consistent and shared practice, materials and targeted acceleration.

Actions

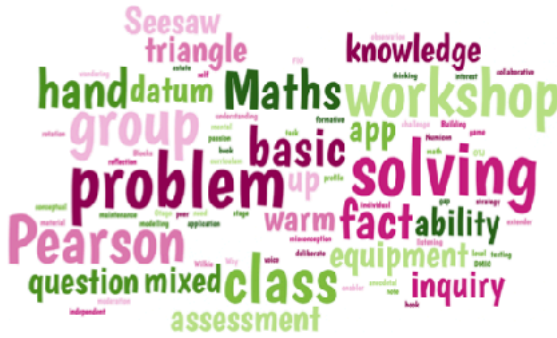
- Teacher only day - Explored current practices and resources currently undertaken at SRP. Collated shared ideas to produce a SRP document reflecting current teacher practice, resources and a shared understanding of why, what and how we plan, teach and learn mathematics at SRP.
- Staff Hui - revisited what a rich mathematics task is and the purpose of using these. Created a SRP shared resource bank for rich tasks and snapshots.
- E-asTTle Mathematics online assessment. Y4-6 - most classes have completed, due to the current circumstances and increased student/teacher absences extended timeframes for collecting data - due by Week 8.
- Maths Aotearoa Knowledge and Skills Screen - Assessments currently being delivered and recorded. Constraints as above - due end of term.
- HERO SMS - SRP assessment recording designed and entered into HERO SMS. Staff to input data when assessments are completed to trial HERO layout.
- OTJ discussion - Vertical team discussions Why and how we triangulate curriculum level judgements in Mathematics. Team sharing of resources and evidence we use. Growing teacher consciousness, sharing best practice and building consistency across the school.
- Rich Tasks - continued sharing of resources across and within teams - inclusive of NZ Maths levelled problem solving, Wilkie Way open tasks and Assessment Resource Bank (ARBS) all NZ curriculum related. Introducing the open ended tasks and collaborative problem solving encouraging student exploration, discussion and co-construction of knowledge.
- Ministry PD 'Just in time' update - Introductory zoom completed. First Maths lead PD session Week 5, second to follow in Week 8.
- SRP Resource stocktake - Planned to begin in Week 5. Create systems for recording resources and identifying clear storage and ensuring all staff are aware of what we have to use for planning and teaching of maths.
- Assessment - analysis of Term 1 data completed. HERO analysis will be more thorough when we have comparative data to look at.
- Acceleration in Mathematics - currently enacted through Extension maths once a week. Two age groups to extend slightly younger students. Students entered in Otago Problem Solving and other competitions offered are Kiwi Kids Maths through Otago University and the ICAS testing through University of New South Wales.
- Mathematics goals, progress and achievement shared at BOT meeting 12 May
- SRP Resource stocktake - full school Pāngarau stocktake completed. Including the shared resource cupboard, classroom resources and school owned teacher purchased resources. Shared resource cupboard clean out completed, including collating available shared resources and removal of broken/incomplete resources. Proposal for upgrading shared resources completed and submitted. Resource upgrading in stages - strand first (to be kept in shared cupboard space)
- Rich Tasks - through the professional development in the Just-in-time Mathematics programme we have re-focused from rich tasks to rapid routines. This encompasses strategic open tasks which can be used for diagnostic, formative & summative purposes as well as for revision and across Maths curriculum coverage.
- Ministry PD 'Just in time' update - The four workshop days have been completed, along with an in school modelling day with Jane. This targeted approach was chosen to filtrate the rapid routines across the school. There is one more in school modelling day in Term 4.
- Assessment - Mid year OTJ HERO data analysis completed and observations, trends and patterns identified and presented to the SRP board.
- Acceleration in Mathematics - currently enacted through Extension maths once a week. Two age groups to extend slightly younger students. Otago Problem Solving completed through extension mathematics groups. Kiwi Kids Maths through Canterbury University and the ICAS testing through University of New South Wales completed and results are currently coming out.
- Mathematics curriculum refreshment - this encompasses the strategic goals of curriculum progressions and student agency through the common practice model development.
- OTJ discussion - continued shared discussions and targeted alignment of how we triangulate and form overall teacher judgements across and within year levels at SRP.

Quality teaching and leadership

Mathematics - year 3 to 6

Outcomes

Purpose, shared practice & planning - shared understanding of SRP planning, teaching & mathematics learning across Years 3-6 consolidated by discussing and collating teacher voice and understanding of how & what we do.




	<p>How do we currently plan for, teach/learn & assess Mathematics at SRP?</p> <p>Planning/Assessment</p> <ul style="list-style-type: none"> • Inquiry approach of maths • Use of Pearson resources for planning and assessing evident • Data guides planning • Data collected through formative assessment, observations, discussions, student work <p>Teach/Learn</p> <ul style="list-style-type: none"> • Years 3-6 have a great emphasis on Problem Solving and teaching of strategies. • Hands-on use of materials and equipment • Workshops are a valuable tool for student learning and classroom teaching • Importance of maths maintenance and basic facts as foundational knowledge • A variety of groupings are used as needed: <ul style="list-style-type: none"> • Whole class, mixed ability, small group, triangle groups
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HERO - Student achievement data has been loaded into HERO from schoolwide assessment. Progress over time is beginning to be accumulated and insights into achievement within and across SRP can be analysed - whole cohort, year data, gender, ethnicities. Within HERO teachers have begun to create teaching groups, assign student curriculum goals and integrate these with planning.

Ministry Just-In-Time Maths PD - The professional development within the 1 year JIT Maths PD was intended for 2 kaiako - to promote balance and increase mathematical knowledge. Kaiako found the programme and the structure of Rapid Routines added balance, enhanced and added an element of revision into a class program. This strengthened professional knowledge of the Maths Curriculum in 2022 and introduced the 5 proficiencies underpinning practice, planning and curriculum.

The lead maths team undertook development days and then used a coaching model and Y3-6 meeting times to share new and learnt knowledge, ideas & practices. They modelled and provided engaging, interactive and effective staff PD - where one big success was creating a resource bank of tasks kaiako could use to implement the new ideas and routines.

T4 2022 J.I.T KAIAKO REFLECTION: HOW DID RAPID ROUTINES and TALK MOVES CONNECT TO, CHALLENGE OR EXTEND YOUR PRACTICE?

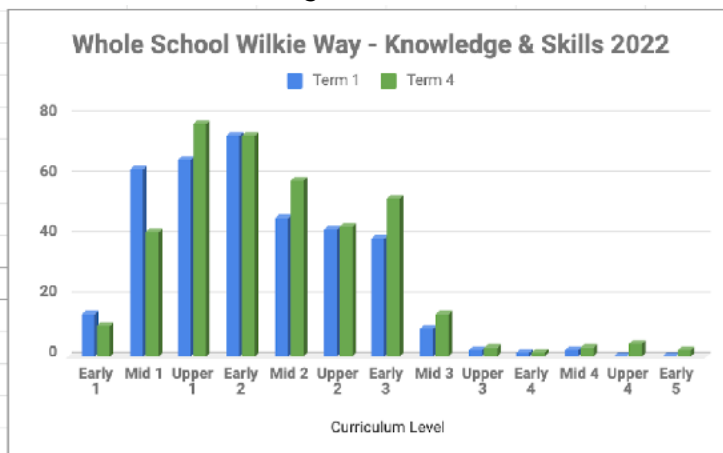
 CONNECT	 CHALLENGE	 EXTEND
<ul style="list-style-type: none"> • A different type of warm up • Different thinking to get the same answer • A different way of problem solving learning that was already happening • Talk moves - refresh/reminder of teaching strategies • Encourage/refresh cross curricular e.g. moving & maths, oral language and maths • Talk moves • Warm up programme established in class • Whole class / mixed ability • Talk moves - connecting to Reading = inference/key words • Formative & summative • Warm up, knowledge and skills, related to current focus, strand maths <ul style="list-style-type: none"> - Healthy active learning • Warm down - challenge using talk move • Interactive / collaborative 	<ul style="list-style-type: none"> • Children who follow... • Peer pressure • Remembering to use 'talk moves' • Justify & explain as well as solve • Time to hear • Warm up/game not always linked to main learning • Keeping it fresh • Students following the pack in the move'n'prove • Getting all the children involved - skills and confidence, proactive, ownership, learner agency • Time - takes up half the lesson • Can take over and be a whole lesson 	<ul style="list-style-type: none"> • Opened opportunities for others to talk • Healthy debate • Good to be able to change mind if they wanted / have choices • Challenging individuals (not always in the pondering place) • Finding time - want to be able to run with it • Language challenges with reasons • Different warm up • Talking & increasing vocabulary • Different kids showing their strengths • Reinforces their learning • Real world maths • To not unpack things so much - open ended • Purpose for it? Think when to use it • Extended practice - a structured way • Mixed ability • Different/ differentiated - warm ups and downs

Mathematics resources - stocktake completed. Split into shared cupboard resources and classroom specific/year level resources. Staff survey completed on 'wish list'. Purchasing new resources is being done in stages starting with strand areas - Term 4 = Measurement/Geometry purchases completed.

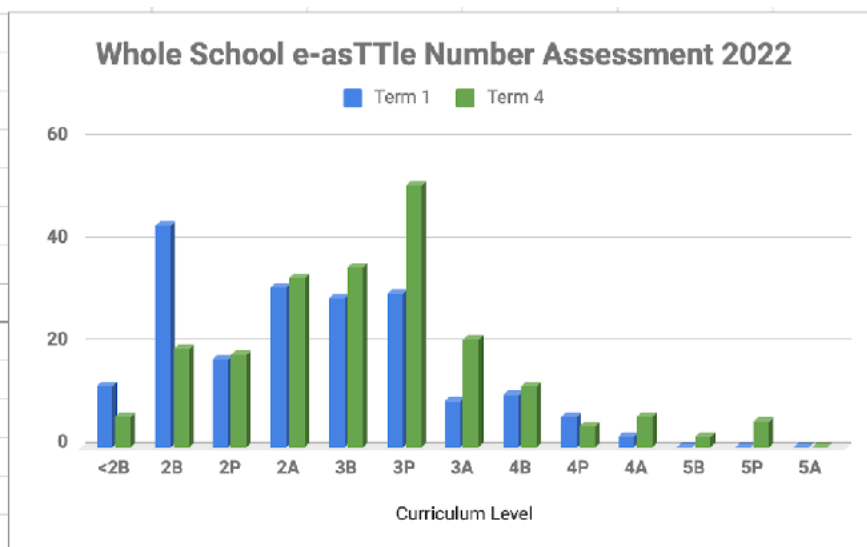
Outcomes

Assessment term 1 - term 4 - These assessments is comparing achievement in term 1 and term 4 in Wilkie Way knowledge and skills and e-asTTle. There is positive consistent shift for many learners moving up levels, particularly from early mid level 1 into level 2. There is group achieving strongly above level 3. We reported on the term one achievement in our end of term 1 Board meeting.

Curriculum Level	Term 1	Term 4
Early 5	0	2
Upper 4	0	4
Mid 4	2	3
Early 4	1	1
Upper 3	2	3
Mid 3	9	14
Early 3	39	52
Upper 2	42	43
Mid 2	46	58
Early 2	73	73
Upper 1	65	77
Mid 1	62	41
Early 1	14	10



E-asTTle Level	Term 1	Term 4
5A	0	0
5P	0	5
5B	0	2
4A	2	6
4P	6	4
4B	10	12
3A	9	21
3P	30	51
3B	29	35
2A	31	33
2P	17	18
2B	43	19
<2B	12	6



Mathematics Review - next steps

Learner agency : Further develop akonga agency with student led progressions and learner profile. Using what we already have - Wilkie Way building block resources - breaking apart so not as overwhelming for students to use independently (trial with Senior Y5/6 team 2023).

Planning : Collaborative planning. Using data discrepancies to identify and target priority learners. Planning a balanced, targeted mathematical programme.

Curriculum refresh : New language/vocabulary of curriculum. Strengthening kaiako pedagogical curriculum content knowledge through curriculum elaborations, collaborative staff professional development and planning. Build on 5 proficiencies including skills, processes & dispositions.

Just-in-Time maths : Consolidating and building on professional development - further develop mathematical and pedagogical content knowledge, also using NZ Maths resources

Mathematics resources : 2023 direction looking at completing the refreshment and purchasing of strand mathematics resources; 2 areas - Patterns & Algebra and Statistics & Probability.

Strengthening assessment for learning : Professional development for kaiako to access, analyse, interpret and enact on assessment information. For example looking into data in HERO, making flexible groups based around needs, dose & density required. Using learning pathways in e-asTTle as diagnostic, formative and summative data to support triangulations of overall teacher judgements.

Inclusive Practice

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

- All teachers have analysed achievement and special needs data in the formation of class profiles. Learner profiles are reviewed to support learners with additional needs.
- Transfer of learning support register to new SMS ongoing.
- Meetings with RTLB - plans in place for collaborative projects around increasing teacher's knowledge and kete of approaches and strategies for increasing number of learners diagnosed with and showing traits of ASD in our junior school. Also support for development of new differentiated literacy project.
- Teaching assistants supporting vulnerable learners and isolating families remotely
- Further professional learning in Steps Web, Hegarty Phonics programme and Dyslexia screening and responsive teaching for some teaching assistants
- Exciting trial with Ministry of Education on new "blink" technology for a learner
- One new ORS funded child has started at our kura
- Extensive wrap around transition on-going for another new child with high behaviour needs
- Professional learning for learning assistants around structured literacy to support some senior students with identified gaps.
- Purchase of new structured literacy resources for senior students
- Pilot project with "Agility with Sound" programme with a senior group
- Observations and initial feedback by RTLB completed in Takiwātanga PLD project around children with autism. Professional learning for all staff was held late in term 2. This was appreciated and provided opportunity for teachers to grow their knowledge and understanding around successful practice for tamariki with autism.
- Further professional learning around revised Steps Web platform with increased emphasis on foundation skills and assigned tasks
- Raukatauri Music Therapy programme are proving hugely successful.
- Shelley Handley and Tanya Healy attended a professional learning day 'Trauma Aware Schools - a Paradigm Shift: From Compliance to Connection' with Mathew Portell.
- Applications for In Class Support (ICS) for 2023 are being completed by Tanya. We are applying for 3 children.
- Four tamariki engaged with equine therapy at Tauranga RDA
- Regular meetings with RTLB to discuss and plan support for learners with additional needs. All learning assistants attended attended professional learning with RTLB on meeting needs of neurodiverse learners.
- Four staff attended additional learning around diabetes management after a recent diagnosis of type 1 diabetes for one of our senior students.
- One of our learning assistants has recently been accredited in trauma informed crisis prevention through the Crisis Prevention Institute.

Outcomes

One out of three In Class Support Applications was successful-for a learner who is transitioning to intermediate. We have recently had a new learner join us who has qualified for that support next year through his previous school.

Some very exciting accelerated progress for some of our senior learners with long-standing literacy difficulties which we are attributing to more targeted and specific teaching of phonological skills to identified gaps.

Very successful liaison with Papamoa College through an extremely comprehensive transition process for an ORS learner moving to them next year.

Trial of NOUS (blink communication technology) very successful and has opened up significant new communication opportunities for the learner involved.

We are transitioning a new learner with high needs back into school after an extended period learning from home with Te Kura and Ministry support.

Very positive outcomes from learners involved in the Raukatauri Music Therapy programme and we will extend the programme into next year.

The Takiwātanga project (focused on meeting the needs of neurodiverse learners with RTLB has drawn to a conclusion with very positive reflection on its impact from teachers, teaching assistants and facilitators involved. RTLB are working with learners and teachers on transition into next year's classes; sharing strategies and resources that have worked well in the previous context. We expect that some individual referrals might fall out of the transition process early next term.

Learning assistants reflect that they feel educated, empowered and have a greater self efficacy as a result of the professional learning they have undertaken this year...and they are hungry for more.

Inclusive Practice

Outcomes

Learning assistants reflect that they feel educated, empowered and have a greater self efficacy as a result of the professional learning they have undertaken this year...and they are hungry for more.

"Coming to a work space where you are supported and feel valued has brought me joy. Seeing happy kids who feel supported with their diverse and specific needs also brings me joy."

"I learnt a lot from Rochelle and Charlotte (RTLB) this year. The knowledge and strategies they shared around autism were so relevant and helpful for my work with the kids I spend a lot of time with."

"I found the trauma learning interesting and enlightening. I have a much greater understanding of the signs that children who have experienced trauma display. I want to learn so much more about trauma in the future."

"Seeing X performing with his class on the stage for the senior learning showcase made me feel so so proud of how far he has come."

"I'd love to be able to have more PD with Dyslexia and repairing trauma."

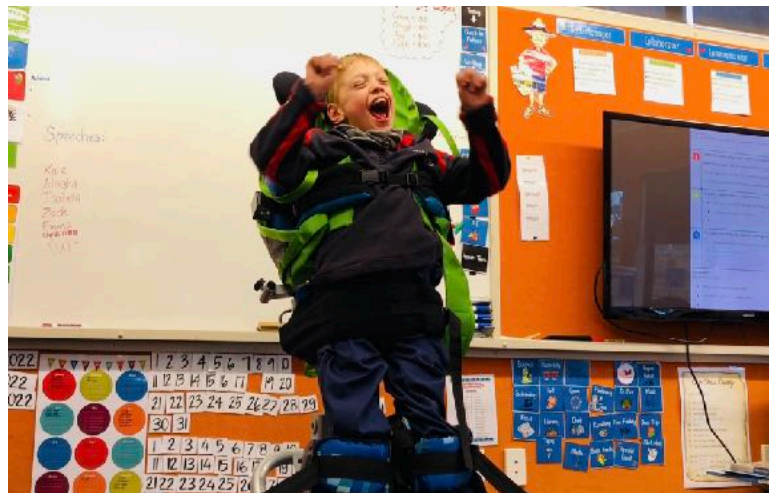
"I feel like I have grown so much professionally with my learning for my diabetic kids. I feel especially valued being given responsibility to organise meetings with the diabetic nurse, writing up plans for the girls and forming great relationships with the girls, their parents and teachers."

Next steps

Transition process for learners with additional needs between 2022/2023 class and teacher, establishing priority needs for 2023 and allocating resourcing and time accordingly

Planned and specific professional learning in tikanga and te reo Māori for our learning assistants.

Participation in Better Start Literacy Learning alongside our junior teaching team.



Commitment to tangata whenuatanga and Te Tiriti O Waitangi partnership

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 objective: 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 for te reo Māori and to assess progress and achievement for our learners.

Actions

- Leadership team - Ann Milne workshop afternoon on 'Colouring in the White spaces'
- PLD taking place in Ann Milne online courses. Craig Price, Tanya Healy, Kim Abbott, Shelley Handley, Robyn Bruce. 3 courses during the year, 1) Identifying out White Spaces, 2) Decolonising the Curriculum: Beyond 'Culturally Responsive', 3) Reframing Success and Achievement: Developing and Assessing your Graduate Profile
- Leadership role continuation with Leah Mikaere. Scott Feisst in support role. Strategic plan Te Ao Māori for 2022 updated
- Integration of te ao Māori in curriculum and classroom planning - Te whare tapa whā professional learning for staff. Connection with Healthy Active Learning
- Rāpare Reo and radio station used as tools for growing staff capacity with te reo.
- Kapa haka has started with middle and senior groups now operating.
- Supporting staff with implementation of Harko Brown professional learning
- Te reo building blocks being further developed and supported for classroom teaching
- Whānau roopu. Exploring next stages of connection (James and Leah), for implementation when alert level changes.
- Marae visits completed. All staff professional learning Thursday June 2. Each team (Kōtuku, Toroa and Kāhu) day visits during week 7.
- Year 1 noho and marae experience September 15 and 16.
- Māra kai project underway at Tahuwhakatiki marae. Leadership from Leah Mikaere. Whānau input. <https://srpmarakai.weebly.com>
- Funding application to support māra kai project presented to Tauranga City Council Community grant.
- Principal sabbatical completed. Sabbatical summary shared with Board.
- Kaumatua hui - attendance at Peninsula Kāhui Ako hui to meet with kaumatua from hapū and marae with links to our area and to share learning around Te Tai Whanake ki Tauranga Moana, the localised curriculum project
- Leah Mikaere represented SRP at a hui where Ngati Pukenga shared their work so far in the Te Tai Whanake ki Tauranga Moana localised curriculum project. Each iwi has been allocated funding to produce resources including a website.
- Celebrations of Te wiki o te reo Māori. Whole school learning of waiata, Tauranga Moana. Celebration assembly with kapahaka performance
- Craig Price attendance at Te Tiriti Based Anti Racism hui for school leaders facilitated by STIR (Stop Institutional Racism)
- Mihi whakatau (9 November) to welcome all new learners and their whānau to SRP
- Kapa Haka performances by junior, middle and senior roopu at our arts Extravaganza

Outcomes

2022 has been another year of pleasing growth with incorporating te reo ngā tikanga Māori into the everyday life of our kura. It has been particularly pleasing to rebuild our connections at Tahuwhakatiki marae and seeing our teams visiting the marae and our year ones having an evening sleepover. Further to this, the development of the mara kai has been an exciting and valuable addition to our reciprocal relationship. Connections with Ngati Ranginui, Ngai te Rangi and Ngati Pukenga iwi have grown this year alongside the mahi being done across Tauranga Moana.

Achievement in core curriculum sees improvement of outcomes for Māori learners in reading, writing and mathematics. Although still below non Māori data, it is very pleasing to have narrowed the gap this year. Learning across the curriculum has integrated te ao Māori with a particular highlight being the focus on the Aotearoa New Zealand Histories curriculum. Exhibitions of learning shared the growth of mind, heart and toolbox. The year 5 and 6 Stars performance involved waiata, dance and drama to showcase their understanding.

Kapa Haka has grown again this year with large numbers across the three roopu. Performances at the annual Extravaganza highlighted the passion and enthusiasm of our tamariki. It was also wonderful to be able to hold a mihi whakatau in term 4 to welcome new akonga and whanau to the kura.

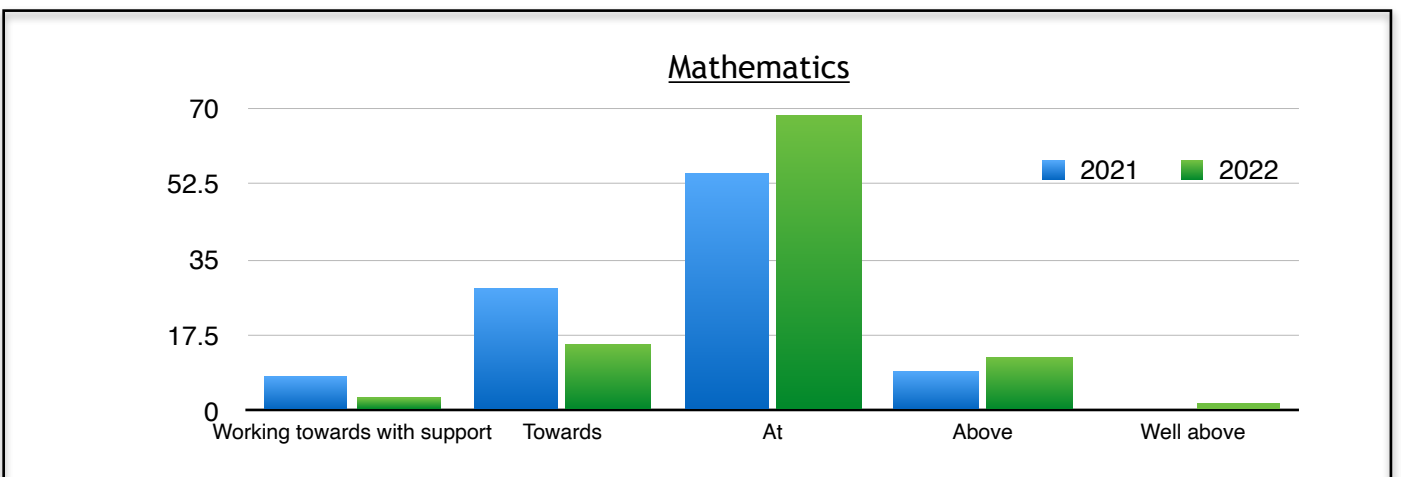
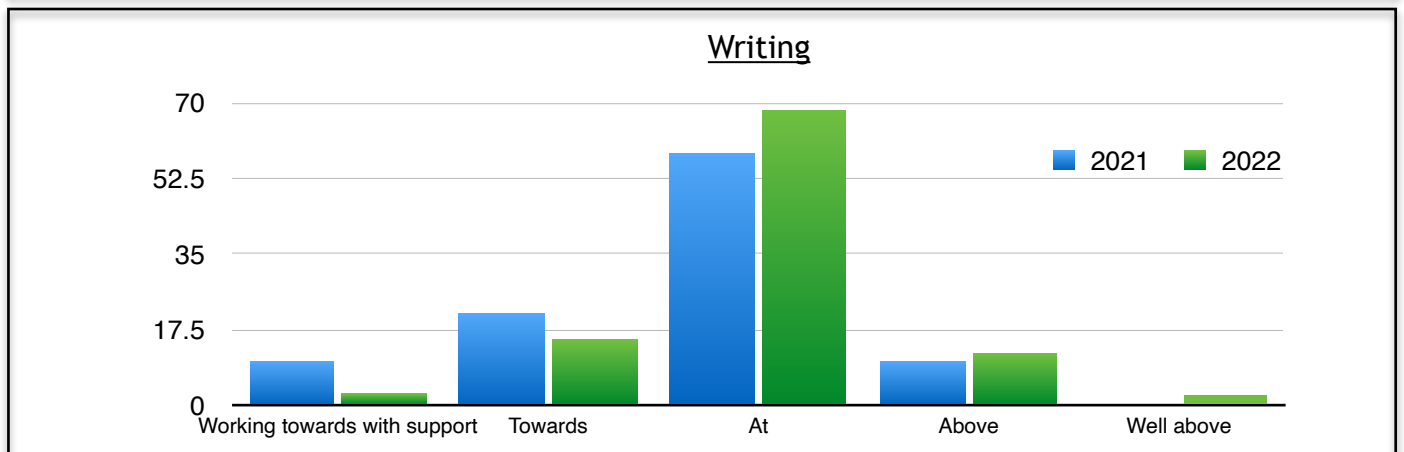
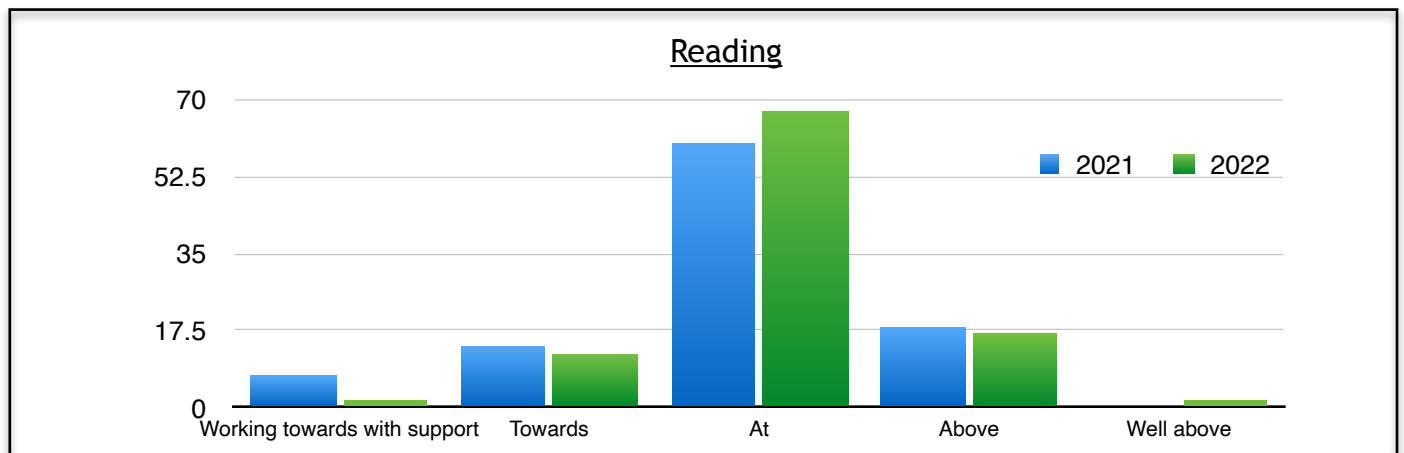
Our leadership team have engaged in Professional Learning (PLD - Ministry funded) through Ann Milne online. We have worked through course 1 - Identifying our White Spaces and will work through course two and three next year. In the middle of the year, Principal Craig Price completed a successful 10 week sabbatical on 'Giving effect to Te Tiriti o Waitangi and bicultural partnership in mainstream primary kura'.

Outcomes

2022 Core Curriculum Achievement NZ Māori

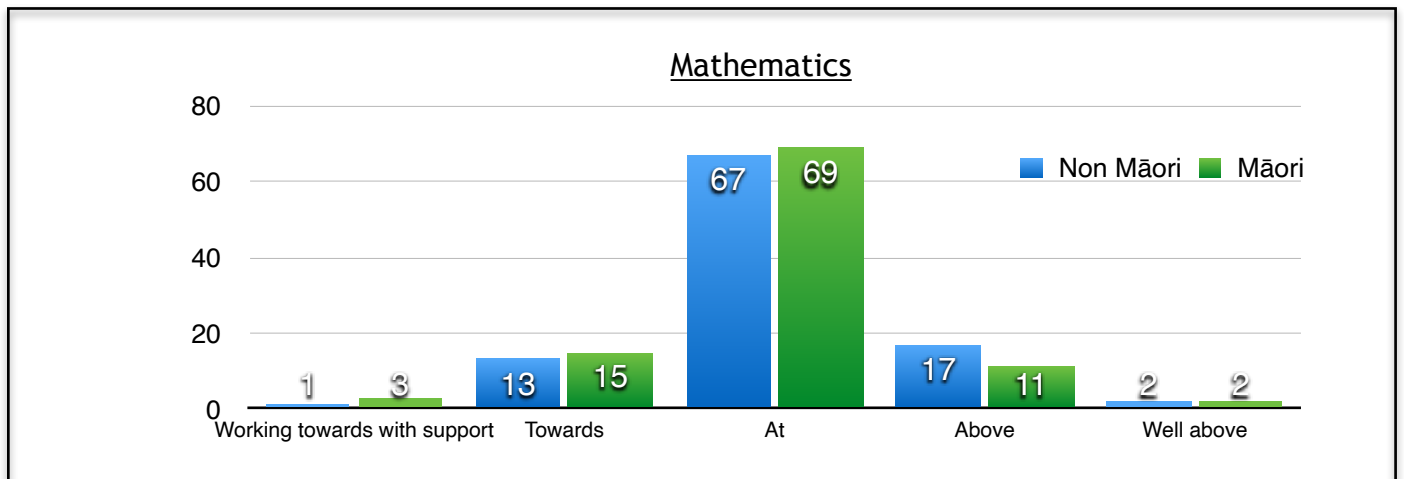
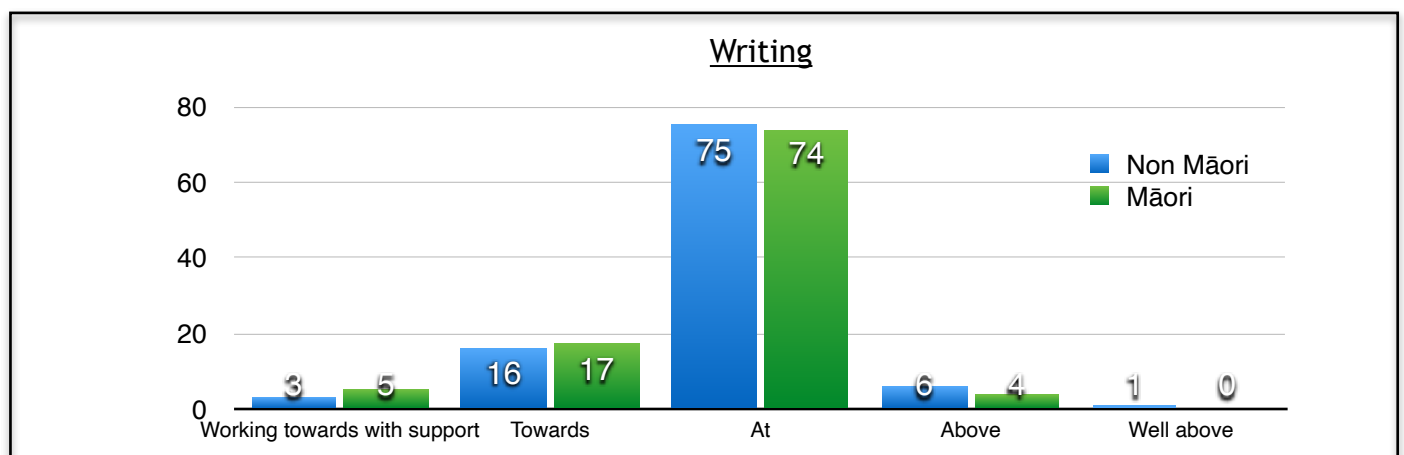
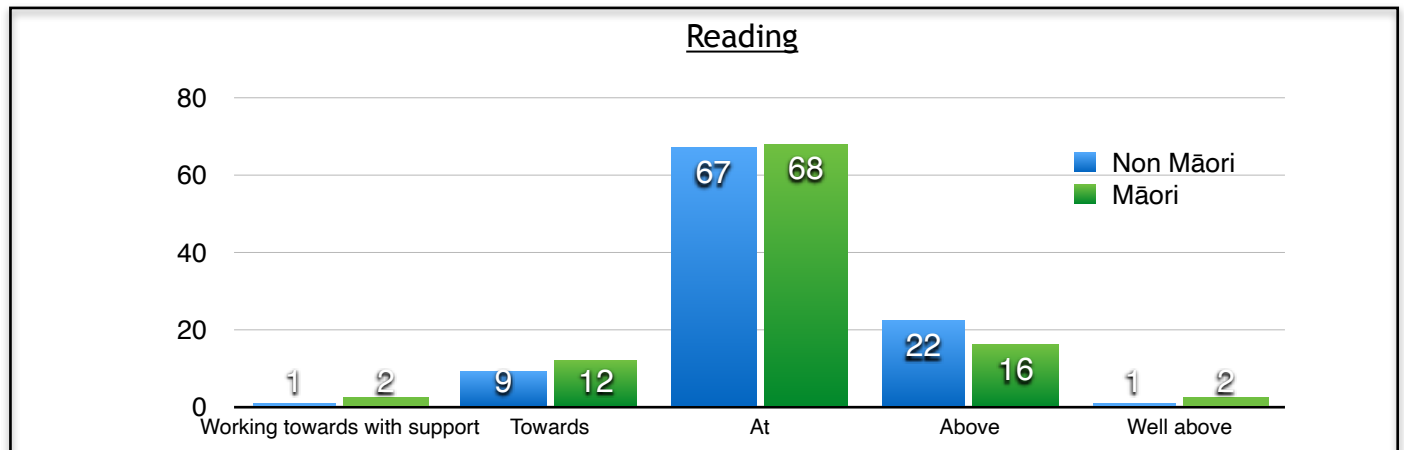
	Reading / Panui	Writing / Tuhituhi	Mathematics / Pangarau
Well above	2%	0	2%
Above	17%	3%	12%
At	67%	74%	68%
Towards	12%	18%	15%
Towards with support	2%	5%	3%
Percentage at or above	86% (78% 2021)	78% (68% 2021)	82% (64% 2021)

Achievement NZ Māori Core Curriculum 2021 - 2022 Comparison



Outcomes Māori / Non-Māori

Achievement Māori / Non Māori Core Curriculum



Reconnecting with Tahuwhakatiki



Being able to further build our connections at Tahuwhakatiki marae is one of the highlights of the year. Following an enforced absence due to Covid, we relished the opportunity of again visiting Tahuwhakatiki and building on our reciprocal relationships. As well as team trips to the marae, we also had a year 1 group complete an overnight noho marae experience. It provided a great opportunity for strengthening relationships with whānau. Feedback from the experiences was very positive.



Tahuwhakatiki Māra kai

<https://srpmarakai.weebly.com>



Our kura love spending time at our local marae and we wanted to 'give back' to our marae whānau by installing gardens, both modern and traditional, that can be nurtured weekly by our tamariki and wider kura community.

This project has many layers that will develop over time, but our main objectives include:

- A beautiful garden environment and kai for our local community.
- Traditional and modern māra kai and exploring the technical aspects of growing kai through the 'healthy active learning' initiatives and safety awareness for using the appropriate tools and equipment.
- Understanding the cultural aspects associated with kai, such as manaakitanga, kaitiakitanga, collective accountability of kai management and distribution, including sharing kai, looking after elders, the whānau and community - whanaungatanga.
- Honouring the treaty principles by creating bicultural foundations within our kura, school policies, physical spaces, whānau and community engagement and classroom planning and assessment.
- Opportunities to explore the environmental sciences.
- Opportunities for problem solving and technology.

Next steps - Commitment to tangata whenuatanga and Te Tiriti O Waitangi partnership

- Continue professional learning, growing whakaro, manawa and kete - including completing professional learning with Ann Milne for leadership team
- Prioritise staff and Board building their understanding and recognition of the unique status of tangata whenua in Aotearoa New Zealand, including growing understanding and acknowledging the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi
- Building the refreshed New Zealand Curriculum into practice. Supporting staff with growing their knowledge, understanding and practice with implementing powerful curriculum. Focus on Mātaurangi, the guiding kaupapa focus on Te Tiriti o Waitangi
- Exploring our local whenua and learning more of our local history. Connecting this with a possible school cultural narrative. Building this narrative across all aspects of school practices
- Auditing our school 'white spaces' and creating a development plan for our school environment. Increasing visibility of te ao and te reo māori across the kura.
- Strengthening mihi whakatau and te ao māori experiences for tamariki
- Continue to monitor achievement of Māori learners across core curriculum.
- Continue building rich relationships with iwi and whānau. Involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori
- Continue with mara kai development and partnership at Tahuwhakatiki marae

Pacific Peoples Achievement

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

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

Actions

- 2022 Pasifika cohort identified.
- Registered for the 2022 Pasifika in the Bay festival.
- Planning for programme development with Pasifika group. Possible visual arts and performing arts.
- Celebration of Pasifika language weeks (e.g. Samoan Language week 29 May - 3 June). Support resources shared with all teaching staff.
- New Pasifika costumes made for Pasifika group performances
- Pasifika group taken by Tracey Hall weekly. Learning around Pasifika customs and traditions
- Performance at Pasifika in the Bay - Saturday 29 October
- Tracey Hall represented SRP in a new Ministry initiative - 'Our Sea of Islands - Enacting Tapasā' workshop. It is designed and facilitated by Pacific teachers, and teacher educators. This is the first workshop in a series of 5. It has been developed using an Appreciative Inquiry approach to support Pacific Culturally Responsive teaching practice.

Outcomes

We have a cohort of 13 children who make up the Pasifika cohort for 2022 reporting. 8 of these children are girls and there are 5 boys.

- Overall our Pasifika children are achieving above other cohort groups with over 92% of children being at or above expectation in each of the core curriculum areas.
- Celebrations of Pacific language and culture through focus language weeks and sharing at assemblies
- Fantastic performances by our Pacific group 'Tavake' at Pasifika in the Bay and our school Extravaganza.

Core Curriculum Achievement Pacific Peoples

	Reading / Panui	Writing / Tuhituhi	Mathematics / Pangarau
Well above	0	0	0
Above	3 - 23%	1 - 8%	2 - 15%
At	9 - 69%	11 - 84%	10 - 77%
Towards	1 - 8%	1 - 8%	1 - 8%
Towards with support	0	0	0



Next steps:

- Continued development of the Pasifika Tavake group in 2023. Further drums purchased to support the group resources
- Gather and analyse Pasifika cohort data, investigate trends and design responsive programmes. Ongoing monitoring as part of curriculum review.
- Pasifika fono reinvigoration 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 of SeeSaw for communicating and sharing goals and achievements with families.

Information Technology For Learning

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

- Leadership from Rachel Stevens (Position of I.T. lead teacher - updated)
- 2 class sets of iPads purchased, set up and distributed
- Professional learning for new staff on use of digital tools to support learning and administration
- Implementation of Linc-Ed Hero SMS across the school. Professional learning for all staff to successfully use. Exploration of powerful use for administration, assessment and reporting purposes.
- Teaching of digital citizenship unit as part of classroom programme and before distributing iPads for student use
- Kids on the Ridge FM set up and running for 2022. Teacher leadership role supported.
- Garry Carpenter continuation in IT technician role. 3 hours per week.
- Upgrade of hall sound system and projector for assemblies and use by classes.
- Professional learning for teachers included in horizontal and vertical meetings

Next steps

- Continue implementation of digital technology curriculum strand. Staff professional learning and built into classroom practice.
- Growth with the use of Linc-Ed HERO SMS. Growing further with assessment and reporting purposes.
- Continuation of ICT leadership position. ICT support from technician Garry Carpenter of Technology Answers
- Powerful practice and use of apps to enhance learning opportunities. Professional learning for all staff with Mac Attacks built into termly professional learning plans
- Explore streaming of 'Kids on the Ridge FM'
- Develop team of student 'techies' to support with running of equipment such as assembly presentations, mBots, coding platforms



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

- Alarm system upgrade and security camera installation complete.
- Work has been completed on redevelopment of space between 20 and 21. It was finished in time for the start of our NE roll growth class in term 3.
- Repainting of courts with handball courts during break
- Turf installation on 2 high use areas complete.
- Flood repair process complete. This includes repairs to flooring, toilets, kitchen cabinets. This is funded by the MOE and insurance.
- Room 4 heat pump replacement complete
- MOE sub contracted auditor to provide drone footage and Matterport scans of the school. These processes will provide a 3D model and comprehensive site plan of the school.
- The MOE is also looking to install Internal Environment Monitoring devices on the walls of some teaching spaces to help measure the quality of our school's learning environment. IEM devices measure internal environmental elements including lighting, sound, temperature, humidity and CO2 levels. N4L are contracted for these installations and have started the process.
- Playground inspections complete to ensure they meet health and safety requirements. Junior playground requires repair and maintenance
- Rooms 4 to 12 were painted as part of our cyclical maintenance plan
- 10 YPP and 5YA submitted and approved by Ministry of Education. Projects for 5YA -
 - 1) Roofing repair and replacement \$27 979
 - 2) Plumbing and drainage repair \$24 126
 - 3) Electrical and heating upgrade \$64 080
 - 4) Multi purpose teaching space \$130 000 now funded from Accelerated Modernisation Scheme
 - 5) Resource space development \$140 000
 - 6) Toilet block development \$61 718
 - 7) All weather court cover \$450 000 moved from to 5YA (was part funded through Accelerated Modernisation Scheme)
 - 8) LED lighting replacement to teaching spaces \$74 420 from Accelerated Modernisation Scheme
 - 9) Replacement PA / intercom system \$30 000

Outcomes :

Next steps:

- 10 YPP and 5YA. Goals for 2023 -
 - 1) Roofing repair and replacement \$27 979
 - 2) Plumbing and drainage repair \$24 126
 - 3) Electrical and heating upgrade \$64 080
 - 4) Multi purpose teaching space \$130 000 now funded from Accelerated Modernisation Scheme
 - 5) LED lighting replacement to teaching spaces \$74 420 from Accelerated Modernisation Scheme
 - 6) Replacement PA / intercom system \$30 000

Reimagine and development of play space outside room 16 and 17.

Audit of 'whites spaces'. Further grow te ao Māori across the school. Signage in te reo. Purakau in environment.

Continuation of cyclical maintenance plan.



2022 Curriculum Review

Concept review

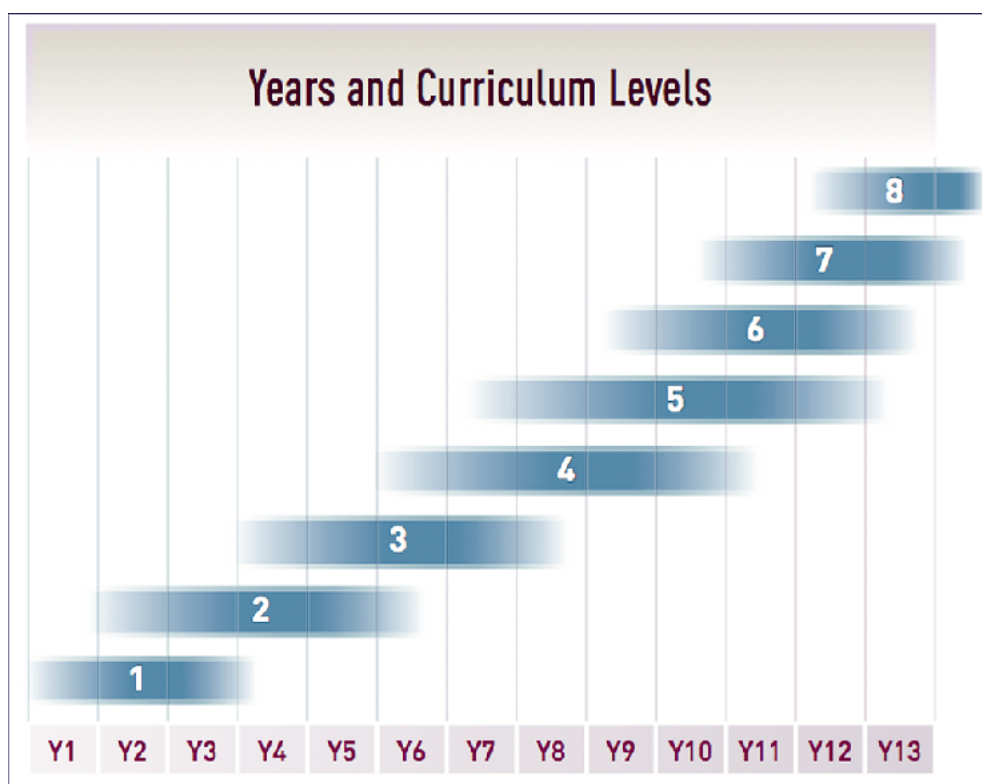
Year level reading / writing and mathematics reporting

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.

Actions

Garden to Table Programme - Andrea White took the role of Lead Teacher for our Garden to Table programme. We again focused on our year 4 cohort. Programme started term 1 with visits to the Good Farm. Employment of Daniel Moore to Garden Specialist role. Another very successful year and popular part of our curriculum.

Beyond the Classroom - Johnson Reserve being used as outdoor learning space. Water Skills for Life programme underway for year 3 to 6 classes. Some art gallery and library trips planned, covid dependent. Camps for all of our 4, 5 and 6 classes

Literacy Support - Helen Ahern worked with individuals and groups in literacy leadership role, although this was impacted somewhat by Covid and then Helen took up a role away from school from the beginning of term 3. Shelley Handley leadership role with Differentiated Literacy connection to literacy support / reading recovery programme. Meeting with Lynette Rowe and Rebecca Jesson (Auckland University Associate Professor who has been instrumental in the co-design of the three-tiered provision of Reading Recovery and Early Literacy Support). Potential case study opportunities for SRP around our approach. Term 4 meeting with Bernadette Hiha and Belinda Havill from MOE around 2023 possible pathways.

The Kia Kaha anti bullying programme was integrated in classroom programmes during term 1.

STEPSWeb literacy support programme for years 2 - 6. Further professional learning for teachers from year 3 to 6 with 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 by classes to replace damaged sets.

The Aotearoa / New Zealand's histories curriculum was introduced and planned across the kura. Built into the rich curriculum. Positive feedback about the learning from kaiako and akonga. Senior stars performance a highlight for year 5 and 6.

Exhibitions of Learning - Tamariki sharing their learning with whānau through exhibitions of learning. Great to have whānau back in and for tamariki leading this.

Extension mathematics programme for identified year 4,5 and 6 learners. Participation in the Otago Problem Solving competition.

ICAS competitions offered to all year 3 - 6 students. Opportunities to compete in English, Mathematics, Science, Digital Technology, Spelling Bee and Writing. Participation and achievement celebrated. Also University of Canterbury Kiwi Competitions in English, Mathematics and Science.

Performing arts opportunities with KidzRock, Senior Stars, choral festival and our Extravaganza of the Performing Arts (250 children involved)



2022 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 2022 school curriculum focused on growing mind (whakāro), heart (manawa) and toolbox (kete), with the the overarching concept of 'Kō mana nui ahau - My super power is me!' Leading curriculum. Te Whare Tapa Wha, the Māori hauora model developed by Sir Mason Durie expanded this with strong foundations, whenua and the four sides of the whare developed as support concepts.

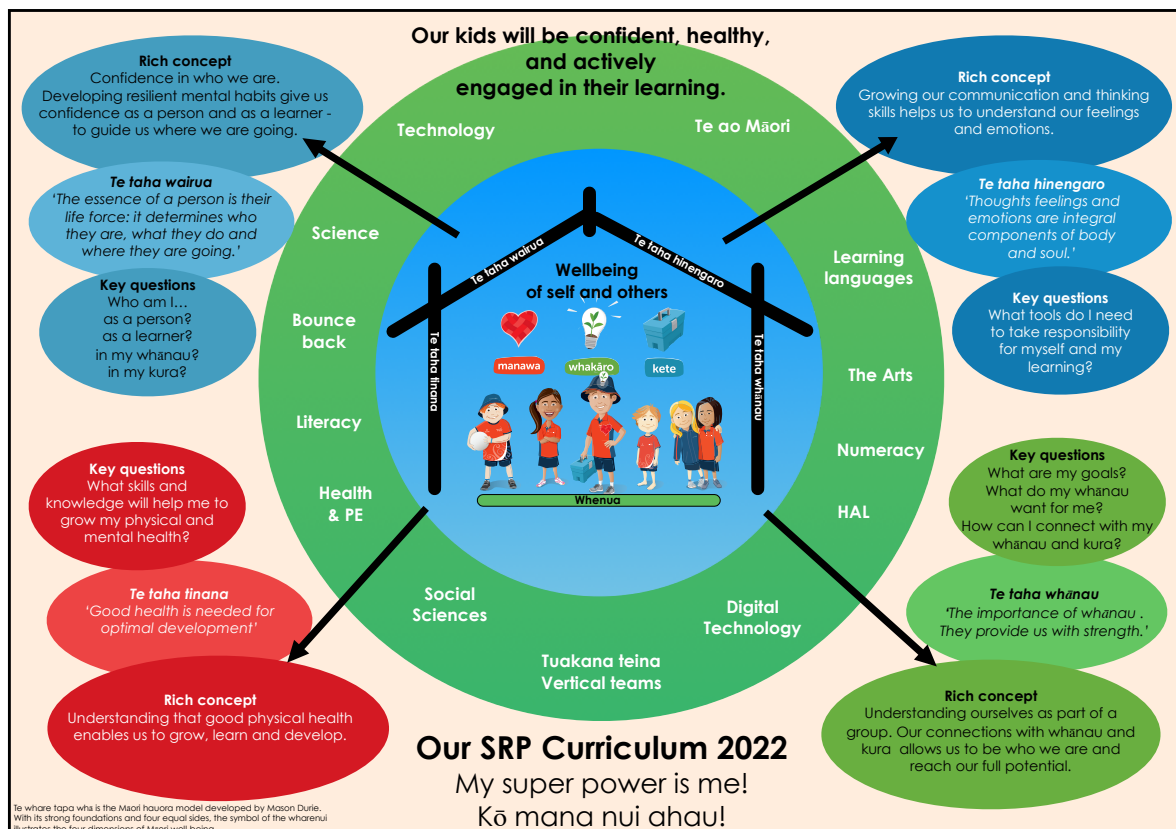
1- Te taha wairua- confidence in who we are. Developing resilient mental habits gives us confidence as a person and as a learner - to guide us where we're going.

2- Te taha tinana - understanding that good physical health enables us to grow, learn and develop.

3- Te taha hinengaro - growing our communication and thinking skills helps us to understand our feelings and emotions

4 -Te taha whānau - understanding ourselves as part of a group. Our connections with whānau and kura allows us to be who we are and reach our potential

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.



2022 Concept Review

The Kia Kaha programme was taught across the school in the first term. This is part of our two year health delivery programme and is usually accompanied with support from our NZ Police School Education Officer. Unfortunately this year this didn't happen as our Education Officer resigned from the Police and a replacement wasn't appointed in time to support us. Kia kaha is a comprehensive bullying prevention programme for schools. Alongside this, other aspects of kia kaha were integrated into conceptual 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.

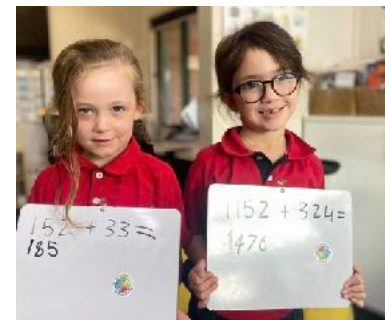


Additional opportunities for learning beyond the classroom extended further and focused on a range of concepts and curriculum areas. The Tauranga Art Gallery and Library were visited regularly with children learning about and through art in authentic contexts. Camps and day trips also added to curriculum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

The arts featured strongly across our curriculum in 2022. Highlights included the Senior Stars showcase of learning which brought to life the Aotearoa NZ Histories curriculum through inquiry, dance and performance. The performance was filmed and copies shared with whānau. Copies are available to support this report and highlight the fantastic learning and achievement of our tamariki.



2022 Concept Review



2022 Concept Review - Learner voice

AV - Year 1

At school I enjoy bike riding because I like riding around the track. I have just learnt to ride a bike and it's fun riding with my friends. We like to play together on the field. My favourite place when I am at school is Johnson Reserve. When I am down there I like to play tag as well. I like writing because I get to tell people about what I do. I wrote about Baywave once. In choosing time I really like playing in the family corner. I like being the mum. It was great being in Pasifika, I liked the moves of the dance. It was really cool getting up on stage too.

KB - Year 2

I am good at maths and being a good learner. I can count in tens, hundreds, and fives, draw koru shapes and use the bounce back strategies when I fall over. I am really proud of my diorama I made and trying really hard in the cross country. I am also proud of singing in the choir and being on stage for the Extravaganza. Something I need to keep working on is my reading. This year I really enjoyed playing with my friends and making new friends.

SB - Year 3

I am really proud of my reading because I'm learning harder books and I sound out my words. My favourite is maths. I love it and it is fun to discover numbers. I think I'm trying harder to do it by myself. I am so proud of being such a good friend and helper to everyone. I love drawing, painting and making things. My favourite was making my dream catcher and the flower mural. I love kapa haka because it is fun and we can use any tone of screaming for the Haka. Room ...is amazing. It has been the best this year. I love the dolls, the books and my friends.

AA - year 4

I am proud of growing my manawa because I've been using more Bounce Back this year. Like if there's a problem, I'll use one of the letters to solve it. I'm proud of growing my whakāro because I've been learning to speak te reo Māori. I know how to talk about my feelings. Last year I could hardly say anything in Māori. I've filled my kete up because I can research on my iPad. We've done lots of researching this year. I have also learned how to throw a discus. Highlights for me this year have been swimming lessons and going on the bus to the gallery. I love how the systems work in Room ... for the ottoman, couch and the leader. I'm ready for Year 5 because I am responsible. I'm looking forward to more responsibilities in Year 5. I'm looking forward to the senior choir and show.

SM - year 5

The thing that stands out most for me this year are our Senior Stars performance. Calling Des Hunt and asking him questions and finding information about him was amazing. I always look forward to reading the Des Hunt novels and wondering what is going to happen next. The Extravaganza was so exciting and I really enjoyed performing in front of 503 people and doing kapa haka and choir. I have really improved with my research skills and my reading because now I am comprehending stories better. I am enjoying maths more because the strategies we have been using are making me more confident. I have made a lot of friends and I am trying to be a nice friend. My financial knowledge about money through Banquer has really improved. I love doing PE every day and sports and I am faster and stronger than last year. I am proud of how confident I have become in kapa haka and I am trying to be a good role model to junior students. The Kid on the Ridge qualities I have grown the most this year are mind, heart and toolbox. The opportunities I have been involved with this year are sports teams, radio station and bike monitor. Next year I am looking forward to road patrol and Dynamo Sport leader. Three words to describe my year are the best, amazing and unpredictable.

BK - year 6

One thing I'm really proud of is writing. I'm using more vocabulary and punctuation this year and I feel my stories are more enjoyable to read. The greatest moment of 2022 for me was going on camp with my class. My strengths are my reading and art. I love being creative and expressing myself with different colours and art allows me to do this. I will always remember going on the ski trip with my class and my dad. I had never skied before and it was so much fun. I showed a real growth mindset, every time I fell I just got back up and kept going.

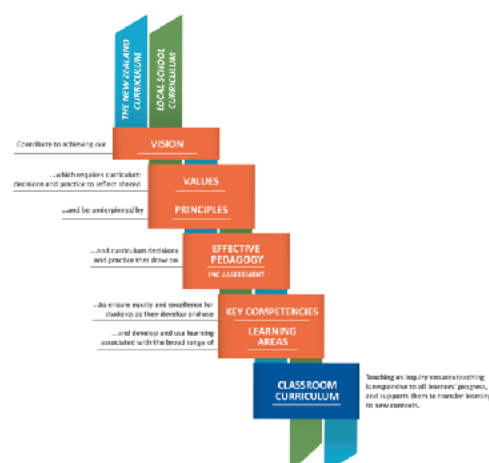
2023 Local Curriculum Recommendation

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.*



2023 Local Curriculum Focus Areas- Recommendations:

From our 2022 conceptual curriculum review the following threads for 2023 curriculum growth emerged:

Introduce	Imbed	Enhance
<u>Refreshed New Zealand Curriculum</u> 2022 - Social Sciences 2023 - Mathematics and Statistics English	Healthy active learning - including Te Whare Tapa Whā and Bounce Back - Year 2. Community connector	Digital Curriculum Connection to local curriculum <u>NZ Histories Curriculum</u> Connection to local curriculum
	<u>Differentiated Literacy</u> Better Start Literacy for year 1 teachers	<u>Te ao Māori</u> Enhancing te reo Māori and tikanga Māori into the every day life of Selwyn Ridge.

Conceptual curriculum 2023:

Our conceptual curriculum is being built around the concept of te hononga, the connection. From this we develop rich experiences that connect the curriculum and develop knowledge, understanding and practice (mind, heart and toolbox). Key competencies are developed across the curriculum with akonga thriving in environments rich in literacy, numeracy, culture and movement.

Healthy active learning, Te Whare Tapa Wha and Bounce Back will be further imbedded into our curriculum.

Learning areas of Social Sciences - Te Ao Tangata, the visual arts, and Science (physical world) will be focused on across the year.



mind
whakāro



heart
manawa



toolbox
kete

2022 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.

Achievement outcomes are recorded using the following: Well Above, Above, At, Toward, Toward With Support 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. We also compare our year 6 cohort against their year 1 achievement data.

Year and Curriculum Levels



Our 2022 Cohort Data

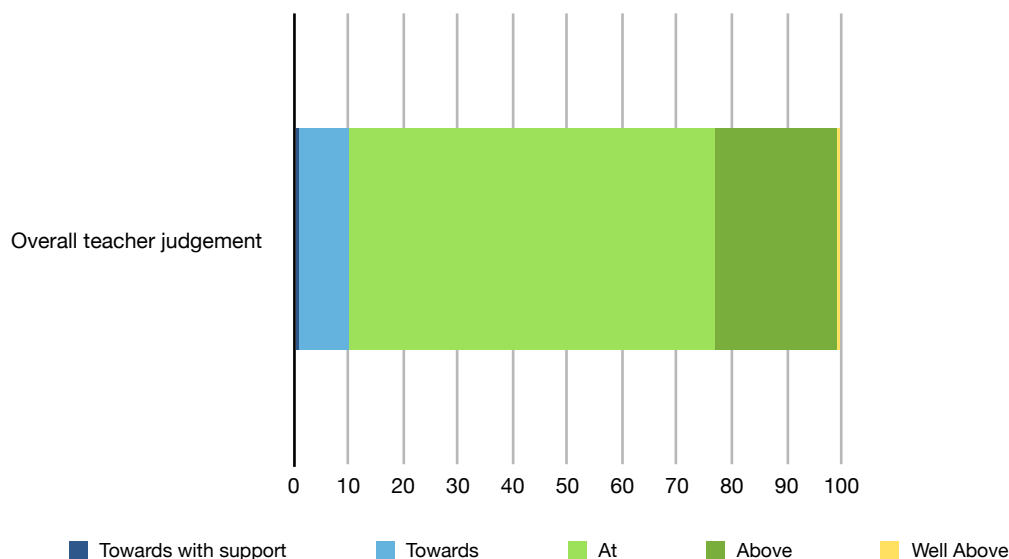
Year	Number
Year 1	91
Year 2	56
Year 3	73
Year 4	71
Year 5	73
Year 6	71
TOTAL	435

Boys	Girls	TOTAL
227	208	435

Māori	Pacific Peoples	MELAA	Asian	NZ European	TOTAL
117	13	19	32	254	435

2022 Reading Achievement

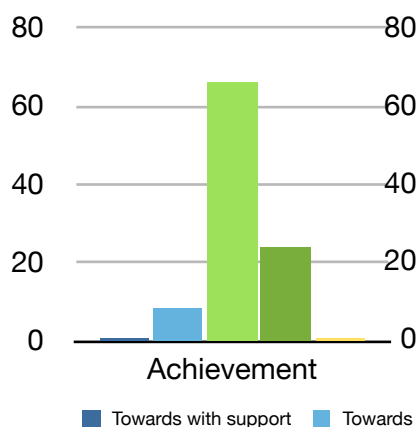
Overall Achievement - Reading / Panui :



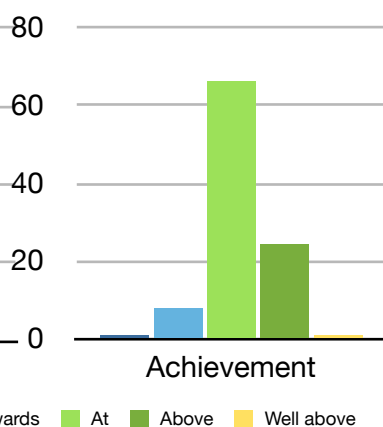
Year Level Reading / Panui :

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Well above	1%	0	0	0	0	7%	1%
Above	24%	43%	22%	17%	13%	20%	22%
At	67%	57%	67%	75%	70%	59%	67%
Towards	8%	0	10%	7%	16%	13%	9%
Towards with support	0%	0	1%	1%	1%	1%	1%
Total at or above	92%	100%	89%	92%	83%	86%	90%

Reading - BOYS



Reading - GIRLS



Reading past three years			
	2020	2021	2022
Above/Well above	30%	30%	23%
At	55%	56%	67%
Below / Towards	12%	10%	9%
Well Below/ Towards with support	3%	4%	1%

Summary Points

90% of our children are achieving at or above their year level expectation in reading.

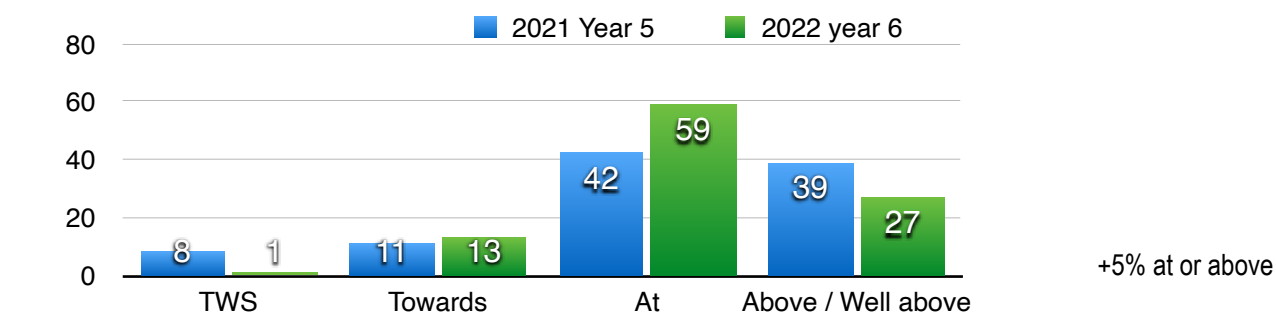
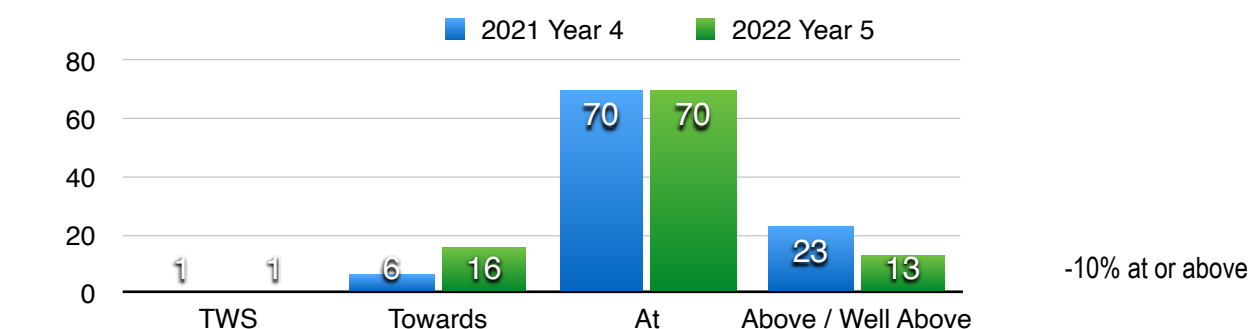
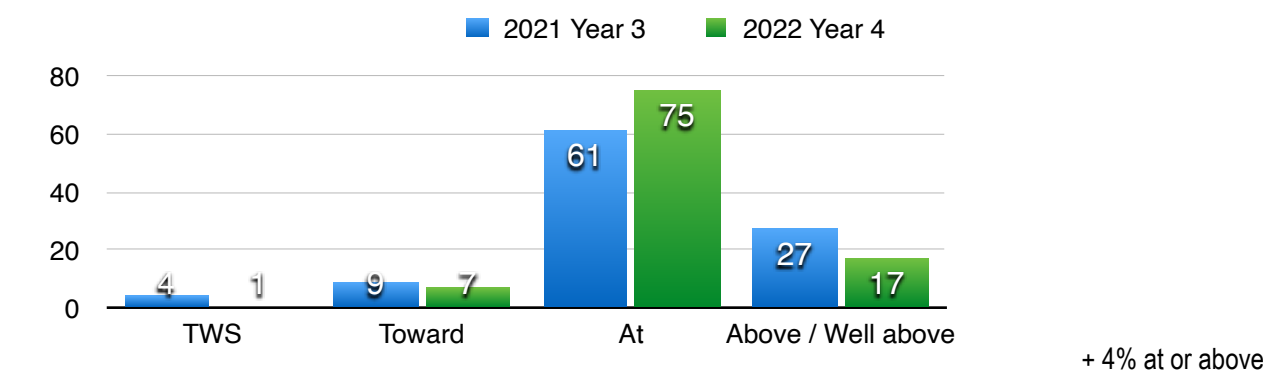
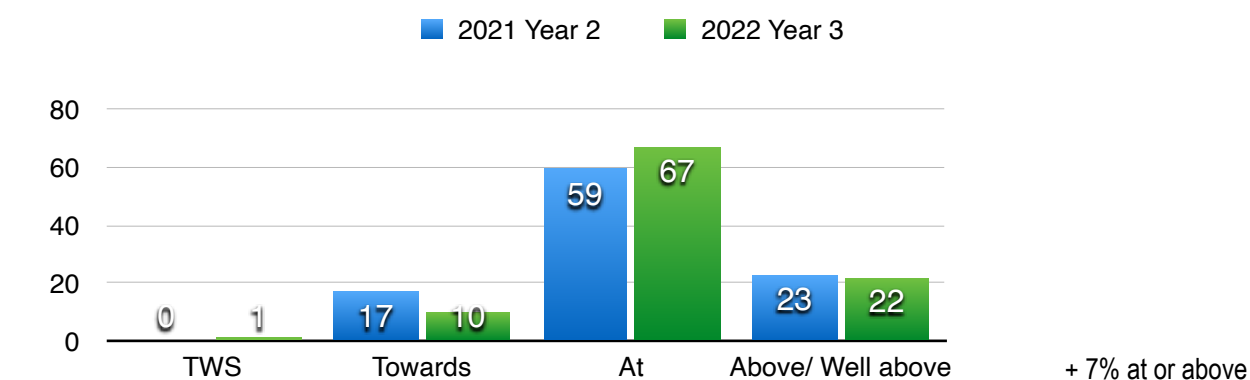
We have 4% more children at or above expectation than 2021.

Achievement of boys and girls is similar with 88 and 91 percent at or above expectation,

Reading Achievement Comparison:

2021-2022

These graphs compare the overall teacher judgement for the same cohort of learners from 2021 to 2022. This doesn't take into account children who have arrived or left in the year.

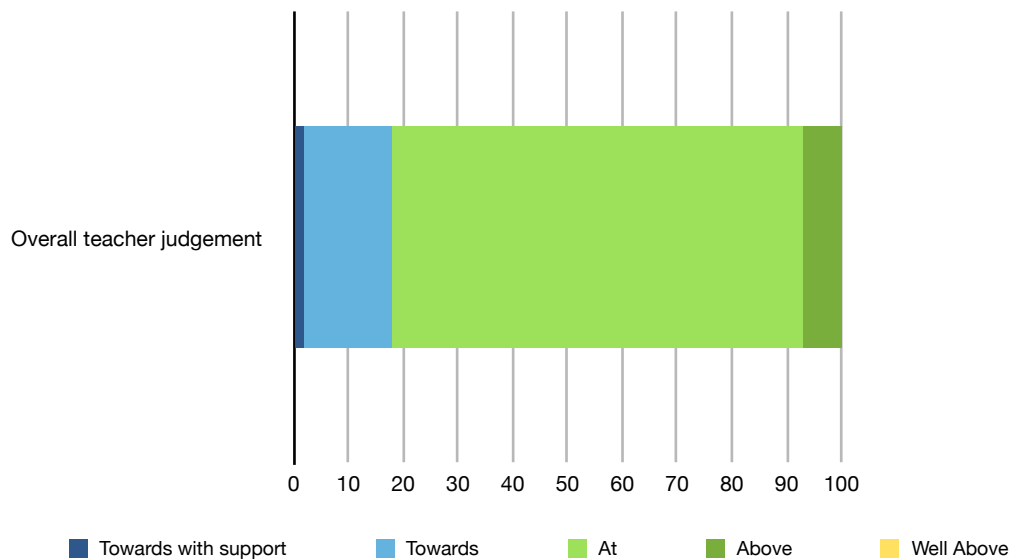


Summary Statement:

- Overall there has been positive growth in reading for most year groups. Year 5 has seen a decrease which may be attributed to curriculum level shifts. We will investigate this further with teachers in 2023.
- 86% of our year 6 learners are at or above expectation in reading.

2022 Writing Achievement

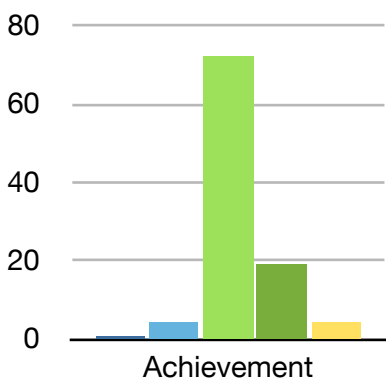
Overall Achievement - TuhiTuhi / Writing :



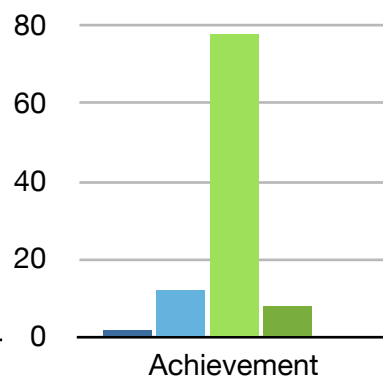
Year Level Writing / TuhiTuhi:

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Well above	0	0	0	0	0	6%	1%
Above	4%	0	7%	17%	3%	4%	6%
At	93%	86%	63%	67%	78%	58%	74%
Towards	3%	14%	29%	13%	14%	27%	16%
Towards with support	0	0	1%	3%	5%	5%	3%
Total at or above	97%	86%	70%	84%	81%	68%	81%

Writing - BOYS



Writing - GIRLS



■ Towards with support
 ■ Towards
 ■ At
 ■ Above
 ■ Well above

Writing past three years			
	2020	2021	2022
Above/Well above	14%	15%	7%
At	62%	62%	74%
Below / Towards	21%	18%	16%
Well Below/ Towards with support	3%	4%	3%

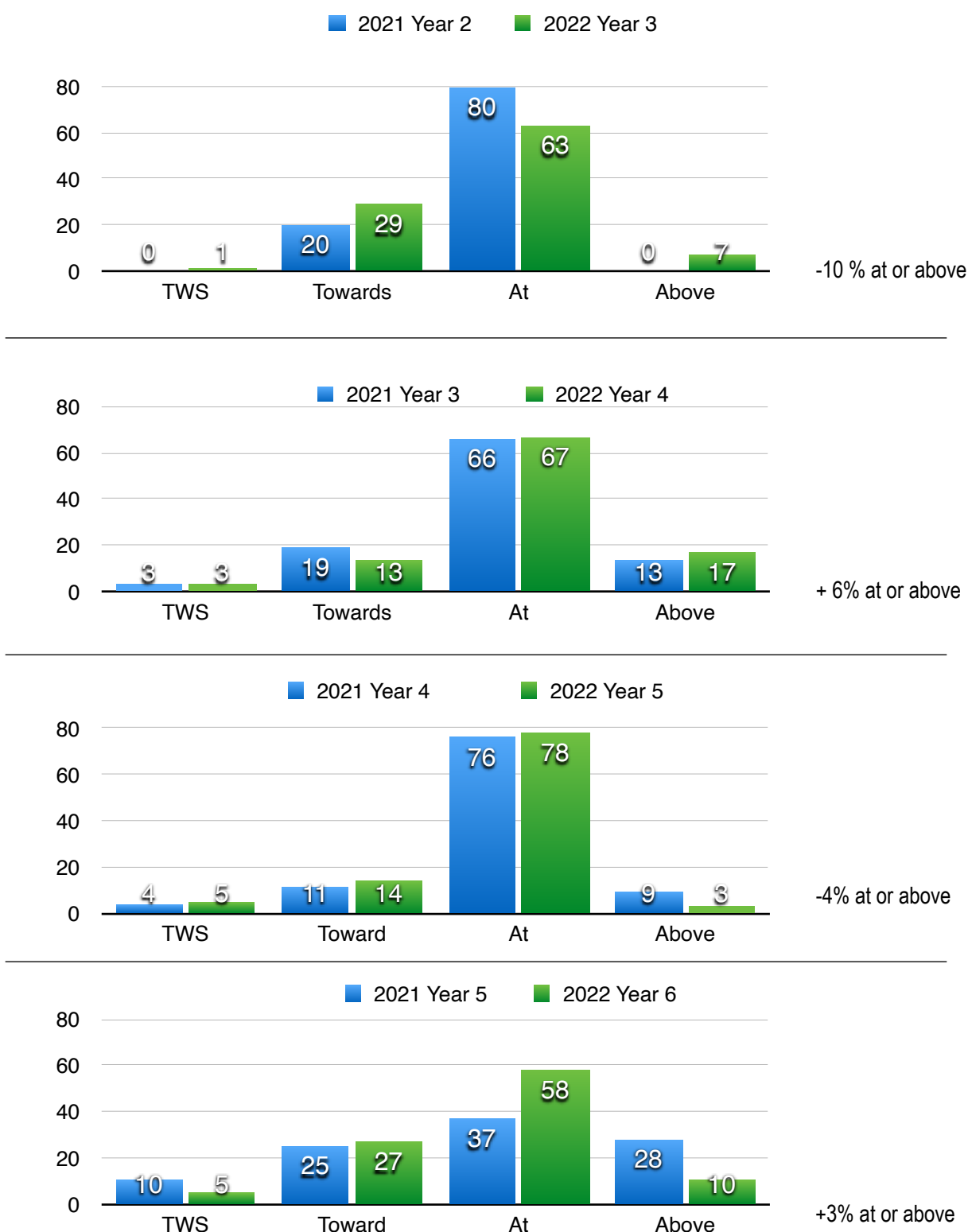
Summary Points

81% of our children are achieving at or above their year level expectation in reading.
 Girls achieve higher than boys in writing with 87% at or above expectation. This is 78% for boys.
 We have 4% more akonga at or above in writing compared with 2021

Writing Achievement Comparison:

2021-2022

These graphs compare the overall teacher judgement for the same cohort of learners from 2021 to 2022. This doesn't take into account children who have arrived or left in the year.



Summary Statement:

- Year 3 and year 5 data shows a negative shift with some children who were previously 'at' now toward. This could be linked to curriculum level shifts at these times. We will investigate moderation at these points of curriculum in 2023

Literacy Review - next steps

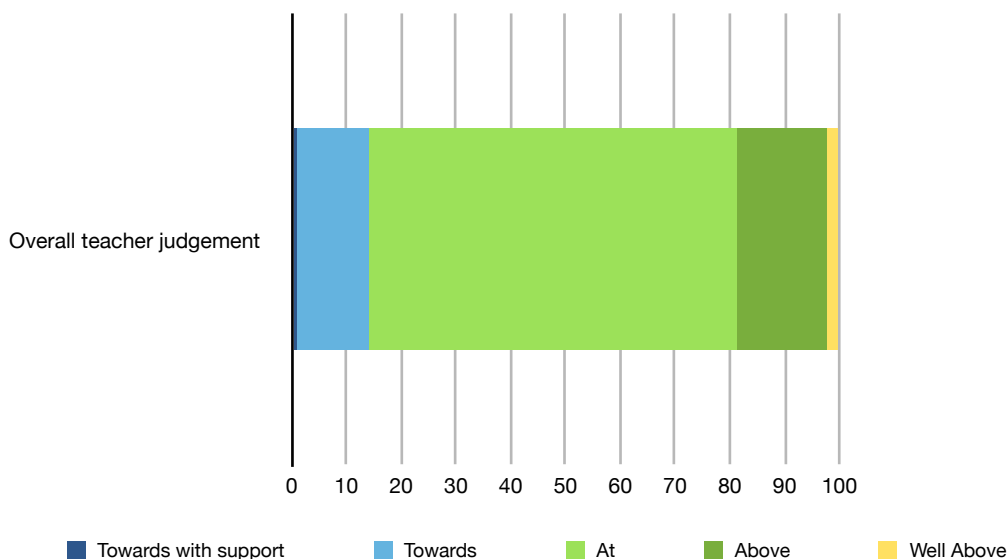
- **Literacy Support** - Further development of literacy support practices including reading recovery and early literacy support. Targeted interventions, either individual or group to provide intensive support for learners to accelerate their literacy achievement. To support early literacy development that will enable a broader range of children to access literacy support (supporting our 'Differentiated Literacy' goals) and further growing literacy capability and culture in our school
- Continued resourcing and learning of LUCID COPS programme for dyslexia screening and targeted teaching

Type Of Support	TIER 1 Reading Recovery teachers support class teachers to provide effective early literacy approaches to all learners. Cross-school literacy strategies informed by Reading Recovery teachers	TIER 2 Reading Recovery teachers work with children in small groups , using Ready to Read Phonics Plus approaches	TIER 3 Reading Recovery. Teachers working 1:1 with children	Other Support for literacy practices SENCO support Literacy groups years 3-6.
Who's it for?	All learners in the school	Children not progressing in literacy after one year at school	Children not progressing in literacy after one year at school	Learners across the school with literacy AND other needs
Who will lead?	Linda Hales (RR teacher) Shelley (AP) Kim (AP) Tanya (Senco)	Linda Hales (RR teacher) Year 2 teachers	Linda Hales (RR Teacher - Training)	Tanya (DP/Senco) Teaching Assistants Outside agencies
What will it involve?	Differentiated literacy for years 1 - Better Start Literacy Approach Foundation skills assessment and teaching In class monitoring and support Teacher coaching / mentoring Steps Web support (years 3-6) Assessment and reporting	Small Groups Identification of learners for groups. Needs based assessment. Foundation skills assessments. Targeted practices for in class support. Possible withdrawal groups (depending on identified needs)	Reading recovery Identified lowest achievers from around 6.0 years, regardless of perceived potential, absences, ethnicity or other factors. Determined from data by Helen, Lesley and Shelley.	Additional Support Attendance support Hearing and vision Speech language Literacy groups with TA support year 3-6 ESOL support with TA's. GLSS Dyslexia testing and resulting targeted teaching
Monitoring and assessment	All - Early literacy assessment / analysis. Progress and achievement recording. Steps Web assessment.	Small group assessments / monitoring. Targeted assessments	RR assessment and monitoring	IEP's Additional planning and assessment Progress and achievement reporting.

- **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 - .44 FTTE provided by the Ministry of Education. Also supported by school resourcing.
- **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.
- Erin Neilson sharing of professional learning on boys writing from sabbatical

2022 Mathematics Achievement

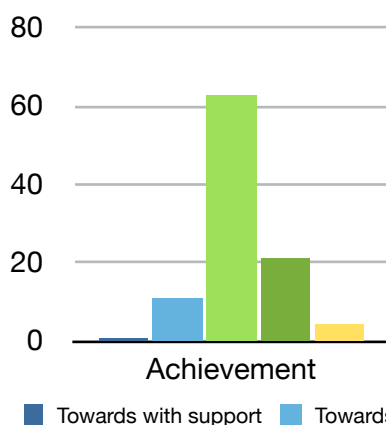
Overall Achievement - Pangarau / Mathematics :



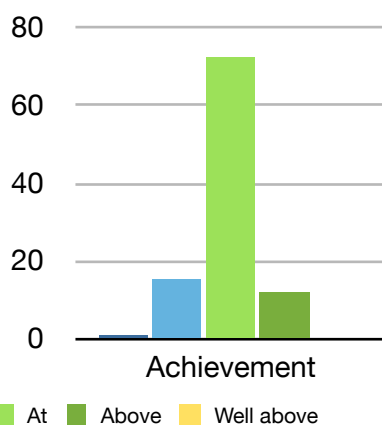
Year Level Mathematics / Pangarau:

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Well above	1%	0	1.5%	1.5%	3%	6%	1%
Above	23%	27%	12%	20%	6%	14%	13%
At	74%	73%	62%	66%	70%	56%	67%
Towards	2%	0	23%	11%	18%	23%	17%
Towards with support	0	0	1.5%	1.5%	3%	1%	2%
Total at or above	98%	100%	75%	87%	79%	76%	81%

Mathematics - BOYS



Mathematics - GIRLS



Mathematics past three years			
	2020	2021	2022
Above/Well above	16%	16%	14%
At	69%	64%	67%
Below / Towards	13%	16%	17%
Well Below/ Towards with support	2%	3%	2%

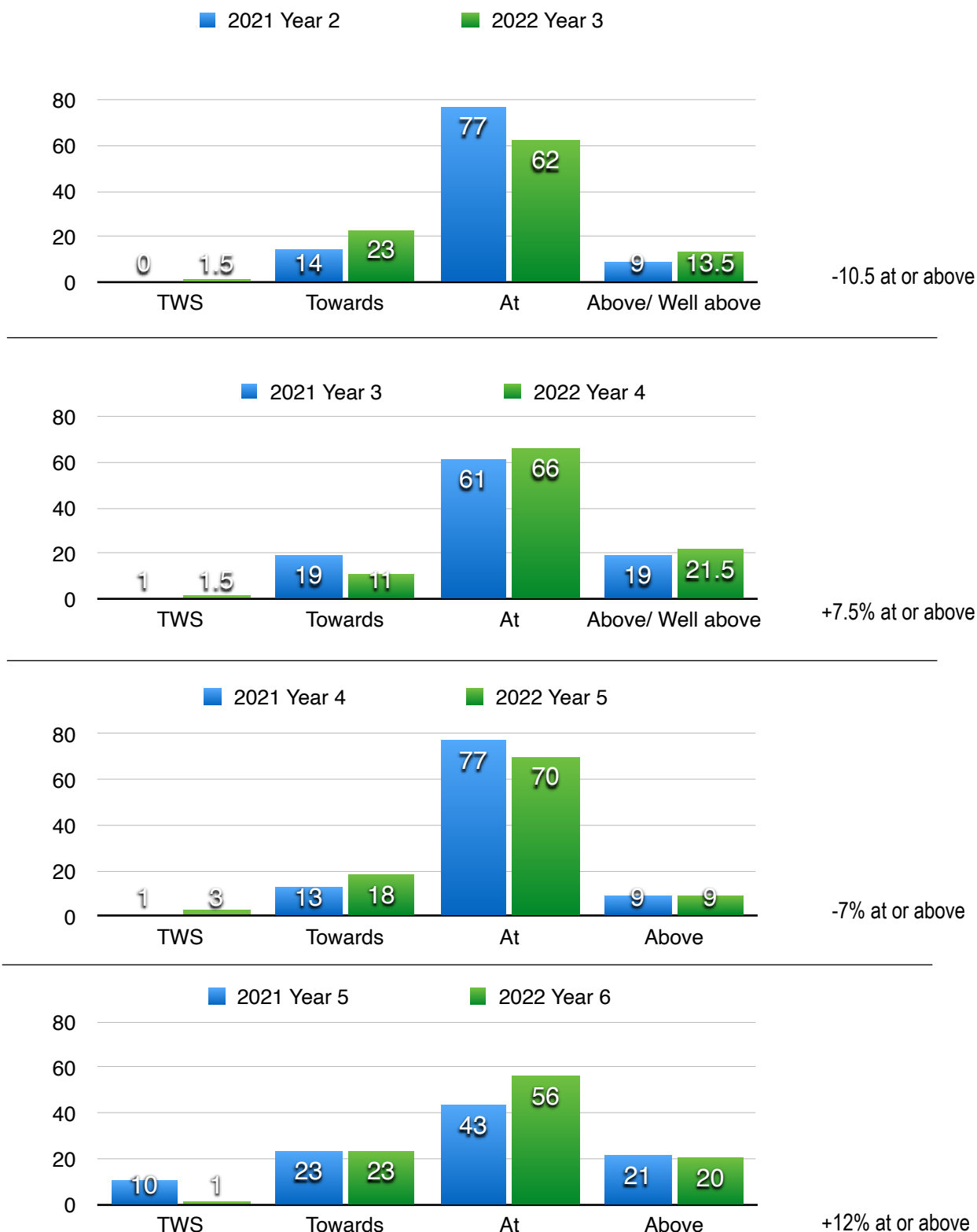
Summary Points

81% of our children are achieving at or above our expectation in mathematics. This was 80% in 2021
 More boys are achieving at our curriculum expectation than girls. 100% of year 2 learners are at or above our expectation.

Mathematics Achievement Comparison:

2021-2022

These graphs compare the overall teacher judgement for the same cohort of learners from 2021 to 2022. This doesn't take into account children who have arrived or left in the year.



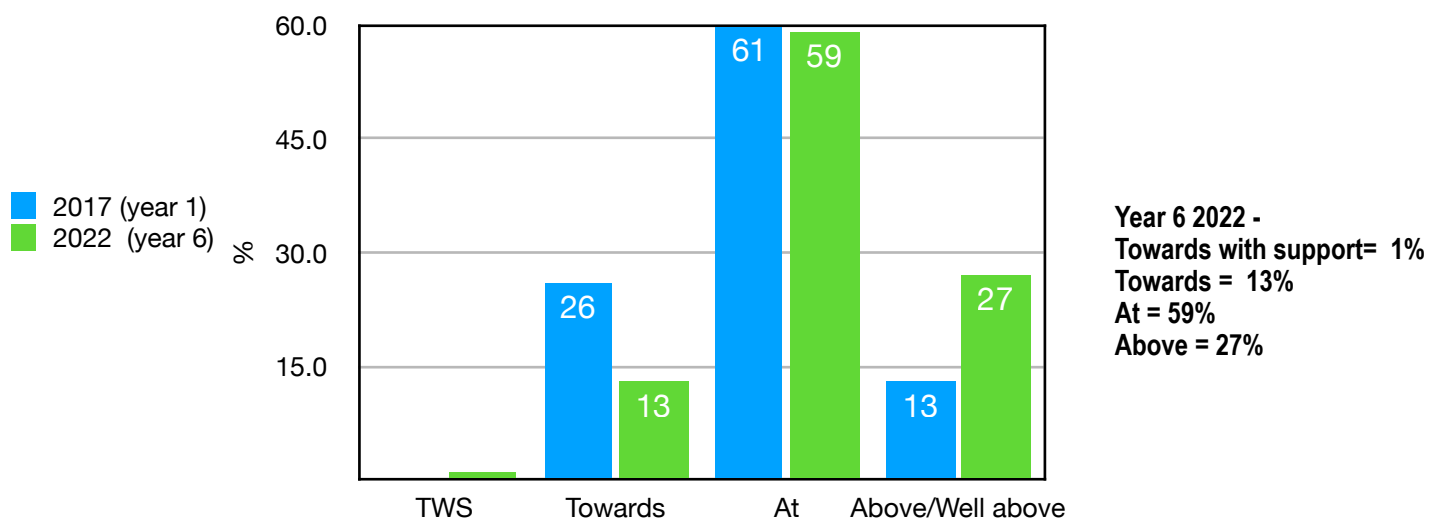
Summary Statement:

- Again the Year 3 and year 5 data shows a negative shift. This is at points of curriculum level expectation shift. We will investigate moderation at these points of curriculum in 2023
- The progress in year 6 is pleasing as this was a target cohort for 2022.

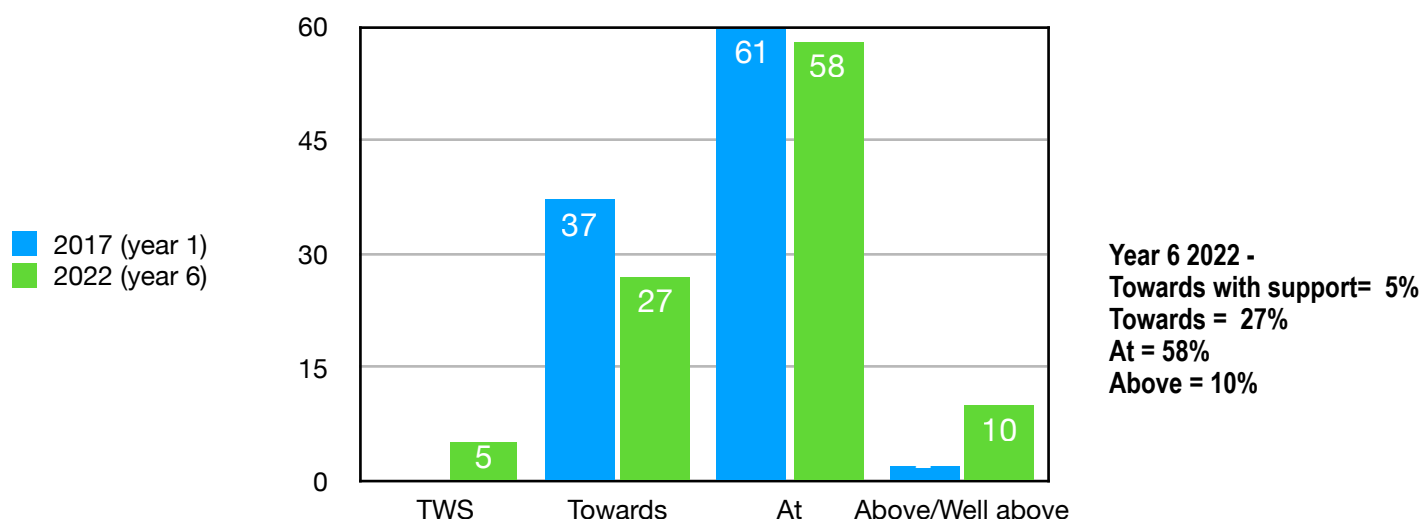
Achievement Comparison:

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.

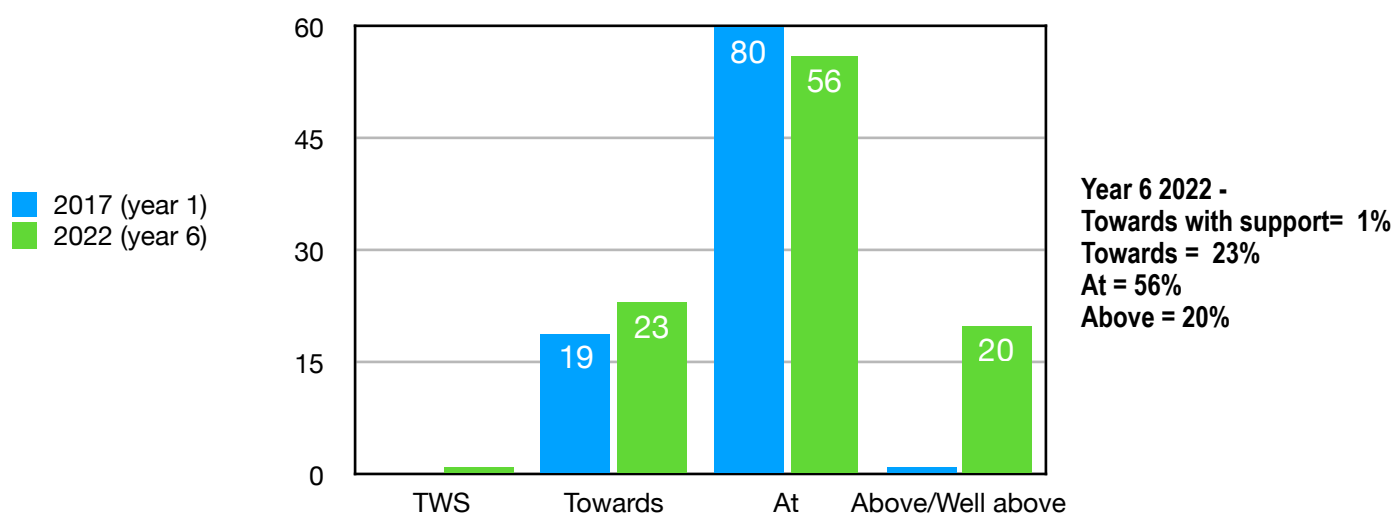
Reading comparison of achievement year 1 to year 6 (%)



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).

2022 has been a year where we have again faced challenges from the Covid-19 pandemic. It has been pleasing, however, to be able to return to providing the rich and varied opportunities to learners that we have been able to. It has also been a pleasure to be able to welcome whānau back into the kura to share and celebrate learning with us. I am proud of the way we have responded as a school and the hard mahi that has been done by the team. We look forward, with fingers crossed, to a more settled 2023 where we can continue to grow our vision for learning without needing the adaptations forced by the pandemic.

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. 2023 will see a continuation of our conceptual approach to curriculum, introducing aspects of the refreshed New Zealand Curriculum and further imbedding Healthy Active Learning in conjunction with Sport Bay of Plenty. Our juniors will continue their Differentiated Literacy journey and add to their toolbox with learning through the Better Start Literacy Approach.

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 2023 where our learners soar high!

Craig Price
Principal

2/12/2022


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 2022

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	Re-Elected August 2022	Aug-25
Craig Price	Principal ex Officio	ex Officio	
Robyn Garrett	Parent Representative	Re-Elected May 2019	Sep-22
Bruce Cameron	Parent Representative	Elected May 2019	Sep-22
Matthew Thomas	Parent Representative	Elected August 2022	Aug-25
James Patea	Parent Representative	Co-Opted October 2021	Sep-22
Stephen Knightly	Parent Representative	Elected August 2022	Aug-25
Jeff Orr	Parent Representative	Co-Opted October 2021	Sep-22
Steve Murray	Parent Representative	Elected August 2022	Aug-25
Todd Whittaker	Parent Representative	Elected August 2022	Aug-25
Leah Mikaere	Staff Representative	Re-Elected August 2022	Aug-25

Accountant / Service Provider: PKF Tauranga Ltd

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SELWYN RIDGE PRIMARY SCHOOL

Annual Report - For the year ended 31 December 2022

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Financial Statements	
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5	Statement of Cash Flows
<u>6 - 18</u>	Notes to the Financial Statements

Other Information	
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Analysis of Variance	
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Kiwisport	
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Good Employer Statement	
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Handwritten signature/initials.

Selwyn Ridge Primary School

Statement of Responsibility

For the year ended 31 December 2022

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2022 fairly reflects the financial position and operations of the school.

The School's 2022 financial statements are authorised for issue by the Board.

Katrina Ruth McCheaney
Full Name of Presiding Member

KRM
Signature of Presiding Member

31/05/2023
Date:

CRAIG COLIN PRICE
Full Name of Principal

C
Signature of Principal

31/05/2023
Date:

Selwyn Ridge Primary School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue				
Government Grants	2	4,160,568	4,017,170	3,947,474
Locally Raised Funds	3	90,702	66,700	124,502
Interest Income		20,807	10,000	9,388
Gain on Sale of Property, Plant and Equipment		329		
Total Revenue		4,272,406	4,093,870	4,081,364
Expenses				
Locally Raised Funds	3	73,960	44,500	134,972
Learning Resources	4	3,183,109	3,159,000	3,062,395
Administration	5	226,761	203,725	189,410
Finance		2,546	-	2,391
Property	6	709,543	683,500	696,975
Loss on Disposal of Property, Plant and Equipment		100	-	-
		4,196,019	4,090,725	4,086,143
Net Surplus / (Deficit) for the year		76,387	3,145	(4,779)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		76,387	3,145	(4,779)

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 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		1,633,856	1,633,856	1,609,154
Total comprehensive revenue and expense for the year		76,387	3,145	(4,779)
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		18,336	-	29,481
Equity at 31 December		1,728,579	1,637,001	1,633,856
Accumulated comprehensive revenue and expense		1,728,579	1,637,001	1,633,856
Reserves		-	-	-
Equity at 31 December		1,728,579	1,637,001	1,633,856

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 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	7	245,626	93,723	164,311
Accounts Receivable	8	347,073	216,500	217,056
GST Receivable		-	10,000	9,533
Prepayments		24,913	11,500	11,505
Inventories	9	38,557	35,000	36,156
Investments	10	902,824	911,513	884,965
Funds Receivable for Capital Works Projects	16	-	-	13,451
		1,558,993	1,278,236	1,336,977
Current Liabilities				
GST Payable		6,014	-	-
Accounts Payable	12	297,033	283,000	273,891
Revenue Received in Advance	13	85,983	12,200	12,394
Provision for Cyclical Maintenance	14	14,194	9,750	27,325
Finance Lease Liability	15	15,187	15,000	13,908
Funds held for Capital Works Projects	16	4,653	-	-
		423,064	319,950	327,518
Working Capital Surplus/(Deficit)		1,135,929	958,286	1,009,459
Non-current Assets				
Property, Plant and Equipment	11	628,364	707,121	647,622
		628,364	707,121	647,622
Non-current Liabilities				
Provision for Cyclical Maintenance	14	15,675	15,675	16,576
Finance Lease Liability	15	20,039	12,731	6,649
		35,714	28,406	23,225
Net Assets		1,728,579	1,637,001	1,633,856
Equity		1,728,579	1,637,001	1,633,856

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



4
KRM

Selwyn Ridge Primary School

Statement of Cash Flows

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash flows from Operating Activities				
Government Grants		1,038,488	945,352	909,975
Locally Raised Funds		11,068	56,300	78,714
International Students		87,880	9,926	17,109
Goods and Services Tax (net)		15,547	(467)	13,124
Payments to Employees		(597,990)	(447,867)	(485,112)
Payments to Suppliers		(440,133)	(490,194)	(461,326)
Interest Paid		(2,546)	-	(2,391)
Interest Received		19,927	9,786	9,394
Net cash from/(to) Operating Activities		132,241	82,836	79,487
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		329	-	
Purchase of Property Plant & Equipment (and Intangibles)		(61,774)	(147,500)	(65,835)
Purchase of Investments		(17,859)	(26,549)	(109,090)
Net cash from/(to) Investing Activities		(79,304)	(174,049)	(174,925)
Cash flows from Financing Activities				
Furniture and Equipment Grant		18,336	-	29,481
Finance Lease Payments		(8,062)	7,174	(8,055)
Funds Administered on Behalf of Third Parties		18,104	13,451	(21,165)
Net cash from/(to) Financing Activities		28,378	20,625	261
Net increase/(decrease) in cash and cash equivalents		81,315	(70,588)	(95,177)
Cash and cash equivalents at the beginning of the year	7	164,311	164,311	259,488
Cash and cash equivalents at the end of the year	7	245,626	93,723	164,311

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.



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Selwyn Ridge Primary School

Notes to the Financial Statements

For the year ended 31 December 2022

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 statements have been prepared for the period 1 January 2022 to 31 December 2022 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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



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Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 15.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

Other Ministry Grants for directly funded programs are recorded as revenue when the School has the rights to the funding in the period they relate to. The grants are not received in cash by the School and are paid directly by the Ministry of Education.

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. Grants for the use of land and buildings are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

Donations, gifts and bequests are recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The schools receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be

material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

h) 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 (funded by the Board) to buildings owned by the Crown or directly by the board are recorded at cost, less accumulated depreciation and impairment losses.

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Board Owned Buildings	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

j) Intangible Assets

Software costs

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance and research expenditure are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

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. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.



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

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information. The valuation is based on [details of the valuer's approach to determining market value (i.e. what valuation techniques have been employed, comparison to recent market transaction etc.)].

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

The reversal of an impairment loss is recognised in the surplus or deficit. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

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 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows. Remeasurements are recognised in surplus or deficit in the period in which they arise.

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.

n) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense.

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

n) Funds held for Capital works

The school directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose as such these transactions are not recorded in the Statement of Revenue and Expense.

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

n) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Revenue and Expense. In instances where the school is determined to be the principal for providing the service related to the Shared Funds (such as the RTL programme), all income and expenditure related to the provision of the service is recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

o) Provision for Cyclical Maintenance

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

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

The school carries out painting maintenance of the whole school over a 7 to 10 year period, the economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

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 initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

q) 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.

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.



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2. Government Grants

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	1,103,826	942,170	931,175
Teachers' Salaries Grants	2,539,623	2,600,000	2,541,943
Use of Land and Buildings Grants	517,119	475,000	474,356
Other Government Grants	-	-	-
	<u>4,160,568</u>	<u>4,017,170</u>	<u>3,947,474</u>

The school has opted in to the donations scheme for this year. Total amount received was \$70,950.

3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue			
Donations & Bequests	3,142	5,000	2,379
Curriculum related Activities - Purchase of goods and services	-	-	348
Fees for Extra Curricular Activities	15,143	-	15,596
Trading	42,760	47,100	51,617
Fundraising & Community Grants	4,150	-	3,529
Other Revenue	11,216	4,500	5,640
International Student Fees	14,291	10,100	45,393
	<u>90,702</u>	<u>66,700</u>	<u>124,502</u>
Expenses			
Extra Curricular Activities Costs	12,578	-	13,189
Trading	45,745	39,000	48,656
Fundraising and Community Grant Costs	3,755	-	779
International Student - Student Recruitment	10,891	4,500	6,234
International Student - Employee Benefit - Salaries	-	1,000	63,034
International Student - Other Expenses	991	-	3,080
	<u>73,960</u>	<u>44,500</u>	<u>134,972</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>16,742</u>	<u>22,200</u>	<u>(10,470)</u>

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	76,306	117,750	96,639
Equipment Repairs	-	1,500	240
Information and Communication Technology	11,766	19,000	12,161
Library Resources	8,076	4,500	5,310
Employee Benefits - Salaries	2,966,885	2,914,000	2,825,383
Staff Development	12,964	14,250	12,067
Depreciation	107,112	88,000	110,595
	<u>3,183,109</u>	<u>3,159,000</u>	<u>3,062,395</u>

5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	7,092	5,995	5,671
Board Fees	8,800	10,000	8,672
Board Expenses	6,429	6,200	3,529
Communication	9,453	12,750	13,622
Consumables	18,547	24,000	31,613
Operating Lease	-	3,000	-
Legal Fees	-	500	-
Other	26,905	27,400	17,530
Employee Benefits - Salaries	130,374	94,000	90,299
Insurance	10,015	11,000	9,594
Service Providers, Contractors and Consultancy	9,146	8,880	8,880
	<u>226,761</u>	<u>203,725</u>	<u>189,410</u>

6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	14,045	12,000	15,310
Consultancy and Contract Services	55,140	65,000	51,822
Cyclical Maintenance Provision	3,643	13,000	10,437
Grounds	10,313	12,000	18,792
Heat, Light and Water	12,704	23,000	22,926
Rates	12,914	15,000	11,237
Repairs and Maintenance	27,138	25,500	41,771
Use of Land and Buildings	517,119	475,000	474,356
Employee Benefits - Salaries	56,527	43,000	50,324
	<u>709,543</u>	<u>683,500</u>	<u>696,975</u>

The use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Cash and Cash Equivalents

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Bank Accounts	248,336	93,723	165,517
Bank Overdraft	(2,710)	-	(1,206)
Cash and cash equivalents for Statement of Cash Flows	<u>245,626</u>	<u>93,723</u>	<u>164,311</u>

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

Of the \$245,626 Cash and Cash Equivalents, \$85,782 is held by the School on behalf of International Student Fees.

8. Accounts Receivable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Receivables	66,063	1,000	720
Receivables from the Ministry of Education	75,069	10,000	13,180
Interest Receivable	1,166	500	286
Teacher Salaries Grant Receivable	204,775	205,000	202,870
	<u>347,073</u>	<u>216,500</u>	<u>217,056</u>
Receivables from Exchange Transactions	67,229	1,500	1,006
Receivables from Non-Exchange Transactions	279,844	215,000	216,050
	<u>347,073</u>	<u>216,500</u>	<u>217,056</u>

9. Inventories

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
School Uniforms	38,557	35,000	36,156
	<u>38,557</u>	<u>35,000</u>	<u>36,156</u>

10. Investments

The School's investment activities are classified as follows:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Asset			
Short-term Bank Deposits	902,824	911,513	884,965
	<u>902,824</u>	<u>911,513</u>	<u>884,965</u>

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2022						
Buildings	152,276				(4,794)	147,482
Furniture and Equipment	357,503	27,377			(48,426)	336,454
Information and Communication Technology	92,682	32,496			(35,602)	89,576
Leased Assets	18,211	32,999	(2,527)		(15,317)	33,366
Library Resources	26,950	3,852	(6,343)		(2,973)	21,486
Balance at 31 December 2022	<u>647,622</u>	<u>96,724</u>	<u>(8,870)</u>	<u>-</u>	<u>(107,112)</u>	<u>628,364</u>

The net carrying value of furniture and equipment held under a finance lease is \$33,366 (2021: \$32,999)

Restrictions

There are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.



	2022	2022	2022	2021	2021	2021
	Cost or	Accumulated	Net Book	Cost or	Accumulated	Net Book
	Valuation	Depreciation	Value	Valuation	Depreciation	Value
	\$	\$	\$	\$	\$	\$
Buildings	280,021	(132,539)	147,482	280,021	(127,745)	152,276
Furniture and Equipment	1,063,153	(726,700)	336,453	1,035,777	(678,274)	357,503
Information and Communication T	442,047	(352,471)	89,576	409,551	(316,869)	92,682
Leased Assets	49,691	(16,324)	33,367	74,817	(56,606)	18,211
Library Resources	71,608	(50,122)	21,486	88,082	(61,132)	26,950
Balance at 31 December	1,906,520	(1,278,156)	628,364	1,888,248	(1,240,626)	647,622

12. Accounts Payable

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	52,218	50,000	47,154
Employee Entitlements - Salaries	217,453	215,000	209,584
Employee Entitlements - Leave Accrual	27,362	18,000	17,153
	297,033	283,000	273,891

Payables for Exchange Transactions

297,033 283,000 273,891

297,033 283,000 273,891

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
International Student Fees in Advance	85,783	12,000	12,174
Other revenue in Advance	200	200	220
	85,983	12,200	12,394

14. Provision for Cyclical Maintenance

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	43,901	43,901	61,884
Increase to the Provision During the Year	3,643	13,000	13,279
Use of the Provision During the Year	(17,675)	-	(31,262)
Provision at the End of the Year	29,869	56,901	43,901
Cyclical Maintenance - Current	14,194	9,750	27,325
Cyclical Maintenance - Non current	15,675	15,675	16,576
	29,869	25,425	43,901

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

15. Finance Lease Liability

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	17,773		15,103
Later than One Year and no Later than Five Years	21,840		7,025
Future Finance Charges	(4,385)		(1,571)
	<u>35,227</u>	<u>-</u>	<u>20,557</u>
Represented by			
Finance lease liability - Current	15,187		13,908
Finance lease liability - Non current	20,039		6,649
	<u>35,227</u>	<u>-</u>	<u>20,557</u>

16. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 9.

2022	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Flexible Learning Spaces	(13,451)	123,357	(111,689)	1,783	0
SIP Security Upgrade & CCTV	-	26,895	(22,243)	-	4,653
Totals	<u>(13,451)</u>	<u>150,253</u>	<u>(133,932)</u>	<u>1,783</u>	<u>4,653</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	4,653
Funds Receivable from the Ministry of Education	-

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 Receivable from the Ministry of Education

-
(13,451)

17. Related Party Transactions

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

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

18. Remuneration*Key management personnel compensation*

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	8,800	8,672
<i>Leadership Team</i>		
Remuneration	373,975	372,792
Full-time equivalent members	3	3
Total key management personnel remuneration	382,775	381,464

There are 6 members of the Board excluding the Principal. The Board had held 12 full meetings of the Board in the year. The Board also has Finance (**4 members**) and Property (**2 members**) that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150 - 160	150 - 160
Benefits and Other Emoluments	4 - 5	4 - 5
Termination Benefits	-	-



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Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 - 110	6.00	4.00
	6.00	4.00

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

19. Compensation and Other Benefits Upon Leaving

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

	2022 Actual	2021 Actual
Total	-	-
Number of People	-	-

20. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2022 (Contingent liabilities and assets at 31 December 2021: nil).

Holidays Act Compliance – schools payroll

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

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

To the extent that any obligation cannot reasonably be quantified at 31 December 2022, a contingent liability for the school may exist.

The Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School has not been notified of the final wash up calculation relating to 31 December 2022. The final calculations impact on the financial statements is unable to be determined at the date of reporting.

21. Commitments

(a) Capital Commitments

As at 31 December 2022 the Board has no Capital Commitments

(Capital commitments at 31 December 2021: \$NIL)

(b) Operating Commitments

As at 31 December 2022 the Board has no Operating Leases.



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22. Financial Instruments

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

Financial assets measured at amortised cost

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	245,626	93,723	164,311
Receivables	347,073	216,500	217,056
Investments - Term Deposits	902,824	911,513	884,965
Total Financial assets measured at amortised cost	<u>1,495,523</u>	<u>1,221,736</u>	<u>1,266,332</u>

Financial liabilities measured at amortised cost

Payables	297,033	283,000	273,891
Finance Leases	35,226	27,731	20,557
Total Financial Liabilities Measured at Amortised Cost	<u>332,259</u>	<u>310,731</u>	<u>294,448</u>

23. Events After Balance Date

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

24. Comparatives

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

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF SELWYN RIDGE SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

The Auditor-General is the auditor of Selwyn Ridge 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 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2022; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Benefit Entity Standards Reduced Disclosure Regime as applicable to entities that qualify as Tier 2.

Our audit was completed on 31 May 2023. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board 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.

PARTNERS: Fraser Lellman CA Janine Hellyer CA Paul Manning CA Donna Taylor CA Linda Finlay CA Michael Lim CA

BDO New Zealand Ltd, a New Zealand limited company, is a member of BDO International Limited, a UK company limited by guarantee, and forms part of the international BDO network of independent member firms. BDO New Zealand is a national association of independent member firms which operate as separate legal entities.

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 Edpay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

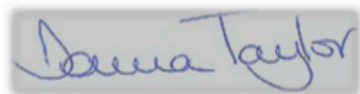
The Board is responsible for the other information. The other information comprises the Analysis of Variance, Board of Trustees Listing, Kiwisport Report and Good Employer Statement, but does not include the financial statements, and our auditor's report thereon.

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