



SELWYNRIDGE

2019 Annual Report and Analysis of Variance



Through our annual report and analysis of variance we review outcomes of goals set in our 2019 annual plan, report on school level core curriculum data, and review student achievement targets identified from the 2018 annual report.

Introduction

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

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

These include:

- Making explicit what is important to all - growing mind, heart and toolbox to soar high.
- KIC (kids in charge) start learning model
- 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

Our 2019 school curriculum focused on growing mind (whakāro), heart (manawa) and toolbox (kete), with each term having a sub theme connected to this. These included 'Cultural Connections', 'Community at the Heart', and 'Communication is Key'. Curriculum strands of material world in science, music in the arts and the process of technology took prominence. Concepts connected and provided an effective umbrella for integrating core curricula. They also connected with wider school or community events such as the school fair. Social sciences, health and physical education and learning in Māori added further richness to curriculum.



The school fair provided an opportunity for authentic learning and agency for our children.



Our annual Arts Extravaganza provided an opportunity for children to Soar High in the Arts.

2019 saw us continue our journey as an Enviro-school with learning weaved through our curriculum. A highlight being the achievement of Stage 4 - Kokako, of the Resource Wise Schools programme. We also hosted an Enviro-School cluster hui and worked on a collaborative project with Welcome Bay kindergarten to improve the alleyway connection between the two. Other developments saw the 'Sharing Shed' built with help from the Welcome Bay Lions and a mini garden to table programme trialled in the second half of the year.



Introduction

This year saw further development of our school environment. Our five year property plan to improve teaching spaces and opportunities for collaboration were completed in rooms 4 and 7, 9 and 12, and 18 and 19. Next stages for rooms 13, 14, 15 and 16 are planned for the summer holiday break.



Our teacher attestation and appraisal process developed further with the use of online tool 'Arinui'. Staff professional learning involved inquiry and collaborative problem solving to improve professional capability. Two focus areas were Te Tiriti O Waitangi Partnerships, Participation and Protection and developing capabilities in science. Teachers also had individual or cohort focus goals based on the needs of their learners.



Scientists in action developing the capabilities of science.



Learning about Aotearoa/New Zealand history formed part of teacher professional development.

Our annual report shares progress and achievement against our planned 2019 goals (analysis of variance) and possible next steps in relation to outcomes.

Craig Price
Principal

Reporting on Kiwi-sport funding

Selwyn Ridge used Kiwi-sport funding to support employment of Sports Co-ordinator Julie Taylor. This is in conjunction with other school funding. The primary objective of this 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. This also sees greater participation by parents / whanau supporting teams as coaches or managers. A number of our sporting teams and individuals achieved great success competing at Western Bay of Plenty or Bay of Plenty levels.



Sport 2019



2019 Board Of Trustees

Name	Position	Year office taken
Robyn Garrett	Chairperson	2013
Soi Pearson	Elected parent	2010
Katrina McChesney	Elected parent	2019
Bruce Cameron	Elected parent	2019
Matthew Thomas	Elected parent	2018
Lesley Wakelin	Staff representative	2017
Craig Price	Principal	2007

Analysis of Variance - Annual Plan Goals

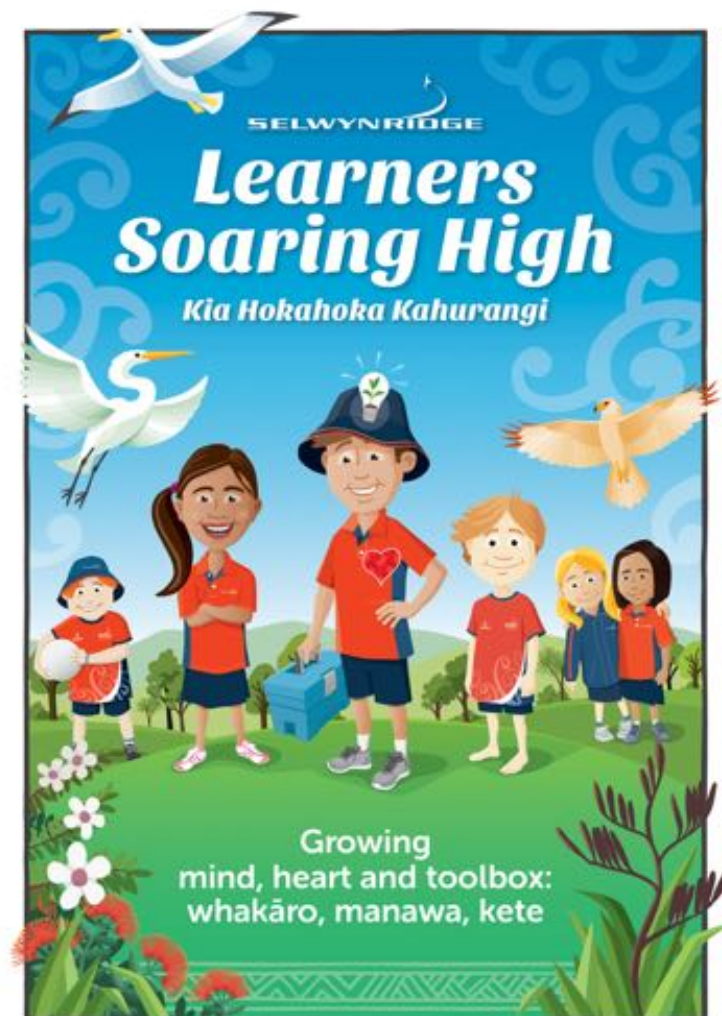
Annual Plan Goals

- Learning Culture and achievement :
 - Te Tiriti O Waitangi Partnerships, Participation and Protection (1a)
 - Student Voice (Learner Agency), Learning through Science (1b)

- Learners of National Priority : (2)
 - Learners with Special Education Needs / Inclusive Education (a)
 - Māori learners (b)
 - Pasifika learners (c)

- Learning with IT (3)
- School Environment (4)

Meeting of Governance and Legislative Requirements



Learning Culture - 1 (a) 2 (b)

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 use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.

Te Tiriti O Waitangi Partnerships, Participation and Protection:

Demonstrating commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.

Through the teaching as inquiry process teachers will;

- Grow knowledge and understanding of NZ history, the world in Aotearoa New Zealand in 1800s, the Declaration Of Independence, He Whakaputanga o Te Rangatiratanga o Nu Tīrene, Te Tiriti o Waitangi and it's 4 articles.
- Understanding and recognising 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
- Further develop and practise the use of te reo and tikanga Māori
- Making a Māori world visible within classroom assessment, teaching and learning

Actions:

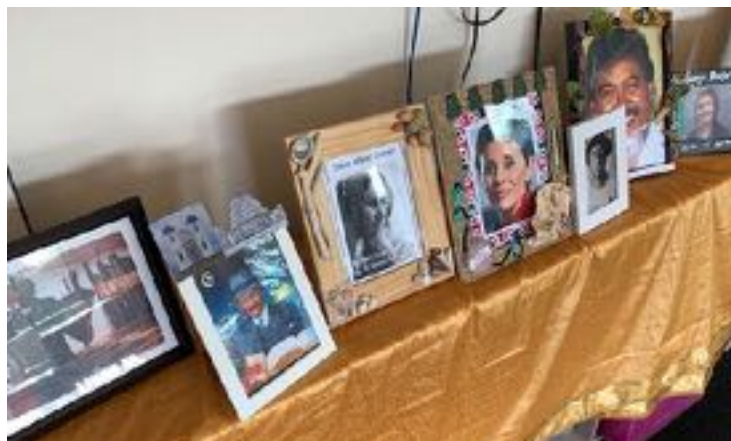
- Staff professional learning Wednesday 30 January with Timoti Harris, Kia Tupu Te Toi - Empowering Change (notes available)
- Review meeting and further planning with Timoti Harris - staff professional plan for the rest of 2019 developed. Timoti facilitating meetings - 27 March, 8 May, 12 June, 31 July and 4 September. Follow up in team meetings. Talk to practise. Content plan available.
- Powhiri and Marae protocol and visit - rooms 3, 11 and 12. Monday 1 April
- Noho Marae - Rooms 2, 8 and 14 - 19 and 20 June
- Term 1 mihi whakatau 28 February. 43 new families. Term 2 mihi whakatau - June 6. Term 3 mihi whakatau planned for 29 August
- Timoti Harris - classroom observations and feedback - Wednesday 4 September

Outcomes:

- Feedback from the Te Reo nga Tikanga Maori survey completed at the end of term 3 indicates positive growth in all areas (knowledge, commitment, practice and confidence) between 2015 and 2019. (Survey with specific detail available)
- There is room for further growth particularly through building on knowledge and practices that will flow on to the sense of confidence the teaching team feel
- Professional learning with Timoti Harris has been greatly valued and applied to classroom practice.
- Classroom observations identified many areas of positive practice and that strong foundations have been built.
- The whole school approach appreciated.
- A range of resources are valued by teaching staff. No one specific resource, but rather to keep building on what we do.

Next steps:

- Continue growing inclusion of content and context Māori, maintaining the fun element and celebrating success. Keep as a lens in planning for curriculum and professional learning support. Teacher professional learning through team approach.
- Environmental goals beyond the classroom - e.g. Maori garden / signs. Resourcing to complete a significant project.
- Support resourcing through staffing to continue (\$15000 in 2019)
- Community based event to celebrate Matariki. Hangi.



Learning Culture - 1 (b)

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 use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the learning and achievement of all learners in science.

Student voice (learner agency)

To strengthen inquiry approaches across the curriculum and through school practice

- Infuse a culture of inquiry across the school. Investigate key strategies that drive inquiry and strengthen learner agency.
- All teaching team professional learning with Kath Murdoch - Nurturing Learner Agency through Inquiry - 13 September

Actions:

Student Voice (Learner Agency)

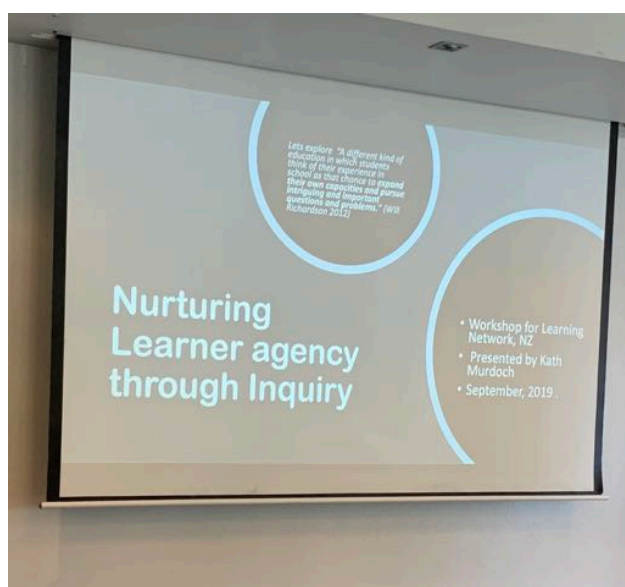
- Staff teaching inquiries started. Curriculum level team meetings establishing goals. Curriculum practice to grow learner agency
- Lisa Ioane, Roz Salter, Shelley Handley, Claire Keam and Tanya Healy - 'Play based learning and learning readiness' professional learning facilitated by Barbara Brann. Play in the classroom: The Nitty Gritty: Curriculum and Timetabling, Lisa Ioane and Roz Salter.
- Junior team visit to view practice at Te Puke Primary school - 22/5/2019
- Vertical teams exploring the use of SOLO taxonomy for rich planning and assessment. Professional readings, unpacking and creating of SOLO rubrics.
- Teacher professional learning - Kath Murdoch. September 13. Nurturing learner agency through inquiry: How using an inquiry approach helps learners OWN their learning!
- Hosting workshops - 16/8/19 and 17/8/19 - 1= Literacy and assessment in play based programme (Roz Salter and Lisa Ioane attending) 2= The role of the teacher (Becky Smith attended).

Outcomes:

- Feedback from Kath Murdoch professional learning was very positive. Teacher reflection indicated growth in pedagogy and practice in learner agency.
- Solo taxonomy was explored further as a tool for assessing learning process across concepts. Teams developed SOLO rubrics which were used as an assessment tool to inform practice
- All teachers in the junior school have completed professional learning around learning through play. This has led to further dialogue around the transition from ECE to school, analysis of progress and achievement in early schooling.
- Feedback from our year 5 and 6 survey in November showed, 33% think we grow student voice extremely well, 40% well, 18% somewhat well and 6% not well. An individual comment shared said they believed they did have student voice, but in some cases it depended on what it was about.
- Feedback from our parent / whanau survey showed, 16% think we grow student voice extremely well, 34% well, 27% somewhat well and 2% not well. There were also 20% who were not aware or able to comment on this. This indicates that further work could be done to share with parents what we are doing around student voice and learner agency.

Next steps:

- Make explicit elements for learner agency and inquiry learning dispositions across the school.
- Implement Ready 4 Learning Foundation Skills as next step development from play based learning professional development in 2019.
- Further develop the use of SOLO taxonomy and SOLO rubrics for assessing across conceptual curriculum. Staff professional learning through vertical teams to continue.



Learning Culture - 1 (b)

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 use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the learning and achievement of all learners in science.

Learning through Science

To provide the skills and opportunities for our students to be engaged, passionate, life long learners in Science

- Grow teacher engagement, confidence and skill in teaching, assessing and reporting on the Nature of Science, using the capabilities as the tool to do so
- Increase access of quality science resources
- Encourage whānau and community to engage in science with students
- Increase student engagement in science in and beyond the classroom

Initial self review:

- Student knowledge of the Nature of Science was poor. Students were not actively being taught the capabilities within the nature of science. Lots of one-off experiments were not linked to capabilities. Local community resources were not being used to engage students eg Waipuna park and local estuary. No students reported being engaged in real life learning experiences within the context of science. Community engagement or consultation within the context of science hadn't been prioritised for some time. School resourcing in science lacked an area where all the resources could be stored. Systems for staff to request the purchase of resources could be strengthened.

Actions

- Five staff meetings held focusing on the capabilities of science and how to implement them into a balanced classroom science programme.
- Staff professional learning to grow assessment and reporting procedures in science.
- Investigation of reporting to parents using the formal written process.
- Two community hui to promote our work and achievement in science. The first hui was attended by more parents and pupils than any other hui held at school (approx 350 pupils and family attended)
- Use of local resources to investigate in science strengthened. Johnson's reserve for freshwater testing and our local estuary to investigate it's health for the Tauranga district council in conjunction with other local schools. An inter-school hui was conducted to share findings.
- Science resource wish list established. Resource space organised, systems established. House of Science silver membership.
- Meetings held with local schools to further develop collaborative science pathways
- Nanogirl show adding to curriculum.

Outcomes:

We now have a large group of our students engaging in real life learning opportunities within Welcome Bay (capability five, engaging in science) utilising our natural environment, reserve and estuary.

Staff are integrating the Nature of Science and the five capabilities into their planning and classroom teaching.

The community are informed and part of our science journey. We regularly get great support from parents when off site investigating.

Teachers reporting practises are a lot more rigorous and capability focused than in the past when reporting back to parents, particularly in the end of year report.

Using the NCER engagement survey in science we interviewed all the children and found that

82% of children said they were encouraged to make careful observations and ask questions about the observations they had made.

81% were encouraged to work collaboratively with others to improve their ideas in science

84% used group discussions to improve their science investigations

80% of our juniors said they got to look at interesting things within the context of science

In our student survey, when asked how well we had done with our goal of learning through science, our year 5 and 6 students responded:

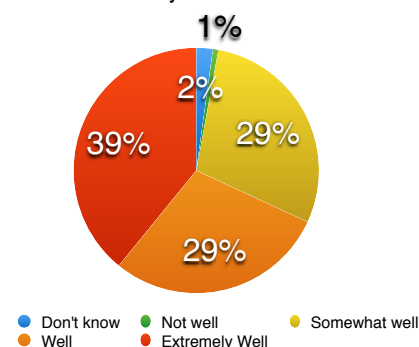
50.94% (54) - extremely well

37.74% (40) - well

7.55% (8) - somewhat well

0.94 % (1) - not at all well

2.83 % (3) - don't know



Next steps:

Science capabilities continue to have a focus being built into conceptual curriculum.

House of Science silver membership recommendation for 2020.

Continuation of science learning beyond the classroom opportunities - Tidal discovery programme, Learning through discovery, Enviro-schools, water testing etc.

Continue to strengthen science resources across the school with systems for their purchase, storage and use.

Areas of National Priority - Inclusive Education (2a)

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

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

Actions

- Professional learning for teachers / teacher assistants : Language Learning Intervention
- Bonnie Drewe completed Dr Sally Clendon course Literacy Instruction for Children with Complex Communication Needs
- Revised teaching assistant appraisal system to more fully capture professional growth and learning in process
- All teaching assistants working with Talk Link Consultant Jessamy Bell on "creating communication opportunities."
- Cathy McDermott and Andrea White attending further training in STEPS literacy programme
- All teaching assistants completed further training in feeding child with cereal palsy and revision of choking First Aid
- Signed up as Pilot school for joint initiative with RTLB training in "We Thinkers," social learning programme
- Positive celebration of International Support Staff Day
- Teacher and Teacher Aid enrolled in On line "tips for Autism" professional learning
- Teacher Aid enrolled in professional learning to become a Seasons for Growth Companion
- Seasons For Growth course planned for senior and junior group beginning of term 3
- SENCO completed Overcoming Anxiety "Helping Children and Young People Find Their Brave." With Brisbane trainer Dr Karen Young
- Experienced teaching assistant Dianne Harrison has returned to rejoin the team enabling us to spread more support across the school and taking a role in supporting children with challenging behaviour in the playground during break times.
- SENCO Tanya and two teaching assistants completed Ministry of Education course on using technology to support children with literacy difficulties
- Two teaching assistants completed Ministry of Education Course in Understanding Behaviour and Responding Safely.
- Lesley Wakelin and teaching assistant completed further training in STEPS literacy programme with goal of more extensive roll out across the school.
- Further training for another teacher and teaching assistant in Language Learning Intervention.

Outcomes:

- Through targeted professional learning our teacher assistants have significantly increased their skills to meet the diverse needs of our learners.
- We now have two teacher assistants trained in running the Seasons For Growth Programme. This will assist in meeting the ongoing need for supporting our children with coping with change and building resilience.
- Similarly, Karen Young's 'Hey Warrior' programme has been trialed with several learners exhibiting signs of anxiety, which has resulted in significant growth for these children,
- There has been marked growth in teacher aides abilities and confidence in differentiating for learning due to their increased knowledge of learners and their needs.
- Increased range of education outside the classroom activities have been made for our learners with additional needs.
- Partnerships with Resource teachers of learning and behaviour (RTLB) have strengthened and their responses are significantly tailored to meet the needs of our school.
- Our success with growth and achievement for individual learners lead to whole class trials with STEPS literacy programme and the consequent roll out in the middle and senior end of the school in 2020.

Next steps:

- Participation of teacher aides in 'Foundations for Learning' and 'Steps Web' professional development
- Further provision of authentic and life skills programmes such as 'Bounce Back' and the 'Garden To Table' programme.
- Exploration with Peninsular Cluster into the Learning Support role and potential for a learning support co-ordinator in 2021.
- Responsive timetabling and support for children for additional needs. BOT funded support as required.



Areas of National Priority - Māori Achievement (2b)

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

Annual objective: To use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the learning and achievement for learners who are Māori

Actions:

- Professional learning with Timoti Harris (See 1A)
- Horizontal team meetings. Analysis of cohort achievement data. Trends and priorities and plans of action put in place
- Whaea Leah Mikaere and Darian Mikaere leading Kapa Haka - Senior, middle, and junior. He Paku Whakangahau registration for 18/10/2019
- Hayley Anderson continuation of masters research
- Craig Price participating in research - Culturally Responsive Leadership in Primary Schools in Aotearoa New Zealand
- Whanau hui - 31/7/2019
- Teaching as inquiry continuation. Appraisal processes well progressed.

Outcomes:

- Teacher professional learning in Te Tiriti O Waitangi Partnerships (1A) with Timoti Harris provided a backdrop for progress and achievement of Māori achieving success as Māori.
- Pūrākau were integrated across the curriculum with te reo and tikanga māori built into planning and assessment.
- Hayley Anderson is continuing her Masters level research through to 2020.
- Teacher appraisal included focuses on professional learning and outcomes with te reo nga tikanga Māori. These were personalised to the individual and their cohort of learners. Evidence of progress and achievement is found in Arinui for each teacher.
- Kapa Haka has continued to go from strength to strength with large numbers of children involved. Performance at he paku whakangahau for our senior roopu and our Extravaganza for all our roopu were highlights of the year. Having Darian Mikaere supporting Leah provided further opportunities, particularly for our boys, to shine and grow their mana through performance.
- Termly mihi whakatau connected new learners and their whanau to our school kaupapa and whenua.
- Support for the educational aspirations for Māori learners reflected local community and curriculum and te tiriti o Waitangi partnerships.
- Whanau hui provided an opportunity for sharing actions and goals and seeking feedback from whanau.

Next steps:

- Consolidate teacher professional learning and development with Te Tiriti o Waitangi Partnerships. Personalised and team approach that is built into teacher appraisal processes. Teacher planning and assessment reflects culturally responsive practice that specifically supports the educational aspirations for Māori learners.
- Further develop whanau group for hui - potentially a roopu where whanau of Māori students meet and discuss successful learning outcomes for tamariki achieving success as Māori.
- Continue termly mihi whakatau.
- Tuakana - teina relationship growth through vertical structure. Specific goal for vertical teams.
- Further support Kapa Haka development through personnel provision.



Areas of National Priority - Pasifika Achievement (2c)

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

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

Further developing the SRP Pasifika group for children to grow understanding and connection with Pasifika heritage. Providing opportunities for parents of Pasifika learners to share their views, provide input and have learning outcomes shared

Actions

- 2019 Pasifika cohort identified. Initial meetings for year held.
- Pasifika fono held - 15/5/2019, 17/9/2019.
- Pasifika group started term 2. Performances at Pasifika Festival in October and SRP Arts Extravaganza.
- Parent Nanise Ginnen supporting group. Teacher Lisa loane in a leadership role.

Outcomes

- 2019 saw new volunteers supporting our Pasifika group. Lisa loane also took a greater leadership role as school liaison. This was supported through provision of a salary unit for Lisa.
- Two successful Pasifika fono were held during the year. These provided opportunities for families to meet, enjoy a meal with Pasifika flavour and share in the goals and achievements of our Pasifika group.
- The group performed successfully at the Pasifika in the Bay festival and the Selwyn Ridge School Extravaganza.

Next steps:

- Continue to develop leadership in Pasifika learning at Selwyn Ridge. Lisa loane. Parent support volunteers.
- Pasifika fono continuation to further strengthen partnerships between home and school
- Use SeeSaw for communicating and sharing goals and achievements with families.
- Budget for resourcing to continue support for the group and classroom support resources. New costumes for 2020.
- Staff professional learning through horizontal and vertical team structure 2020.



School Environment (4)

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

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

Actions

- Room 17 deck and sandpit constructed. Planter boxes incorporated. New planting completed.
- 5YA projects tender complete. Recommended successful tender to MOE. Council consents complete. Construction has begun - doors to rooms 4 and 7 and 9 and 12. Next projects happening next holidays.
- Sharing shed complete and opened.
- Room 4 /7 sandpit and outdoor space developed. Mud kitchen purchased as part of this.
- Investigation of Garden to Table programme at Oropi school / Matua school. Mini garden to table
- Shed installed - from the Shed Shop for storing equipment used on hard court surface. Includes scooter jumps constructed by children.
- Quote for artificial turf for mid school requested.
- Room 17 door replaced as it was damaged and causing a health and safety concern

Outcomes

- Projects completed under our 5YA created opportunities for further collaborative practice as well as enhancing the aesthetics in the classrooms
- The room 17 deck provided a great space for extending learning beyond the classroom. Built in planter boxes have included herbs and edible plants that can be used in conceptual learning.
- The mud kitchen and room 7 outdoor space has been used very effectively by the children of rooms 4 and 7. This has been built into their learning programme with learning through play extending to the outdoors.
- The development of a fitness trail has been planned for 2020. This was in our 2019 annual plan but was not completed this year.
- The garden to table mini project has seen some development with vegetable gardens. Extension to this programme will require further investment.

Next steps

- Allocation of additional funding from Ministry of Education for property. Approximately \$340000 to be spend in next two years. Planning for and completion of projects.
- Further development of school vegetable gardens to support the garden to table programme being implemented by year 4 learners.
- Development of mid school area. Artificial turf / landscaping
- Completion of 5YA projects - doors and decks to rooms 13 / 14, 15 and 16
- Fitness trail to be completed



Selwyn Ridge School - Flexible Learning Spaces Upgrade
Rooms 4 - 7 (Block F)



Architectural Drawing Index		
Sheet Number	Sheet Name	Current Revision
0200	Structural Framework & Foundation Plans	A
0210	Structural & Steel Detail	A
0220	Working Floor Plans	A
0221	Ground Floor Plan	A

1 Perspective
RIS

Meeting of Governance and Legislative Requirements

Strategic aim: To, through effective governance, provide direction and coherence to the operational leadership and management of Selwyn Ridge School, through school policies, strategic and annual plans, self review and reporting, and the the governance practices of the Selwyn Ridge School Board.

Actions

Board of trustees election. Induction / professional learning programme for Board members.

Policies and Procedures for review and update in 2019 - Now moving to School Doc's

- | | |
|--|---|
| 1 - Equal Employment Opportunities | 7 - Food and Nutrition |
| 2 - Performance Management and Appraisal | 8 - Attendance |
| 3 - Classroom Release Time | 9 - International Fee Paying Students |
| 4 - Behaviour | 10 - Conflict of Interest |
| 5 - School Uniform | 11 - Protected Disclosures |
| 6 - Child Protection | 12 - BOT Meetings and BOT Code of Conduct |

- Compliance with the Health and Safety in Employment Act 2015 and all associated guidelines by;
- Updating and implementation of the Selwyn Ridge School Health and Safety management procedures
- Continuation of Board of Trustees Health and Safety Sub Committee to monitor meeting of health and safety processes and outcomes
- Informing staff of roles / responsibilities concerning hazards and other health and safety matters
- Ensure electrical compliance testing has been completed
- Emergency evacuation test once per term

Outcomes

- BOT election successfully complete.
- 5YA projects at tender stage. Consents in with council. Planning for construction to begin mid year.
- Policies for term one presented for review - 5 reviewed and ratified. 3 for next meeting.
- Emergency evacuation practice for term one successfully completed
- Electrical compliance testing completed in holiday break
- Health and safety audit and review underway
- 2018 annual report and 2019 charter and annual plan complete and presented to Ministry of Education
- Auditing requirements complete
- Move to School Docs complete.
- Whanau and year 5 and 6 consultation complete. Analysis of feedback and implementation into annual plan.

Next steps

- Development of strategic and annual plans. Meeting of all compliance requirements for planning and reporting 2020
- Use of School Docs self review frameworks for review of policies and procedures and ensuring compliance with legislative requirements
- Sub committees to lead management and development in areas of property, finance, Principal appraisal and health and safety
- Communication and consultation with community around school development goals and achievements



2019 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).

2019 Concept Review

Curriculum Map for 2019						
To grow the mind (whakāro), heart (manawa) and toolbox (kete)						Our Vision
Cultural Connections (I am connected by my own culture and the culture of others) Community at the Heart (I belong to a community and the community belongs to me). Communication is Key (communication is key to understanding myself, others and the world around me).						Rich Concepts
The Arts: Music strand		Science: Material World strand		Technology: practice, knowledge and nature of technology strands		Strand 'Must dos'
Science through generating and testing ideas, gathering evidence to investigate, understand, and explain	The Arts through movement, sound and image, the arts transform creative ideas into expressive works that communicate layered	Health and PE through learning and accepting challenges in health-related and movement contexts,	Social Sciences through exploration of how societies work, participating as critical, active, informed, and	Technology through informed, critical and creative thinking of practice to adapt and innovate	Learning Languages through discovery of the power of language, a means to communicate with other cultures and explore own's	Integrating the NZ Curriculum
Mathematics and Statistics exploration of patterns and relationships of quantities, space, time and data in which to think and solve problems and make sense of the world around them, at work, at home and in the community			Literacy making meaning and creating meaning to become effective oral, written, and visual communicators who are able to think critically and in depth			Foundation Tools Key Enablers
<ul style="list-style-type: none"> How do we interpret the musical world around us? How has New Zealand's musical past shaped our (musical) world today? How do we express ourselves and our culture through music? 		<ul style="list-style-type: none"> What matter makes up our world? What changes does this matter go through? How are changes in matter observed, communicated and understood? 		<ul style="list-style-type: none"> What attitudes, behaviours and actions make up the technological process? How do we evaluate the purpose and place of different technologies? How has technology shaped our past, present and future societies and environment? 		Big Questions or Ideas
<ul style="list-style-type: none"> Different cultures express themselves through music. New Zealand has a rich musical history that has been shaped and influenced by our past - particularly our bicultural past. People interpret music differently, based on their knowledge and prior experiences. Music is a creative expression of our thoughts, feelings and beliefs. 		<ul style="list-style-type: none"> Our world is made up of matter. This matter is made up of certain properties and composition. Matter undergoes change (chemical and physical) when the properties and composition are influenced by various energies (eg heat, cooling, mixing). The material world is understood and communicated using the language of science (symbols and conventions) 		<ul style="list-style-type: none"> Technology is influenced by the potential needs, wants and impact on people and the environment. Technology is socially embedded by nature (it is part of who we are). Technology and the technological process is simply a strategy for solving problems (human and environmental). 		Deeper Understandings

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 2019 local curriculum map was based around our school vision of growing the mind, heart and toolbox, with concepts of cultural connections, community at the heart and communication is key. Curriculum learning areas of the arts (music), science (material world) and technology were spotlight focus areas during the year. Concepts were explored at school, team and class and individual level.



A visiting band helped immerse learners in the history of music



Our school fair gave great opportunity for authentic learning



The Nanogirl science show had children growing curiosity and exploring scientific concepts

2019 Concept Review

The keeping ourselves safe programme was taught across the school in term 2. This was delivered in conjunction with the New Zealand Police and is part of our two year health delivery programme. The programme enables children and young people to learn and apply a range of safety skills that they can use when interacting with others. Students recognise the differences between healthy and unhealthy relationships, and those who have been or are being abused are encouraged to seek help. It includes a strand of that explores safety and appropriate behaviour online. Alongside this, other aspects of keeping safe were integrated into learning. These included cycle safety in years 5 and 6, girls self defence for year 4's, road safety in the junior /middle school and dog safety in years 1 and 2.



'Kids Can Ride' cycle safety was delivered to year 5 and 6 children



Ruben the Road Safety Bear shared road safety messages with our juniors



Tauranga Council Dog Safety programme was well received

Learning beyond the classroom is a feature across the school. Johnsons 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.



2019 Concept Review

PREMIUM

Tauranga students become 'authentic scientists' in their own backyard

25 Oct, 2019 9:00am

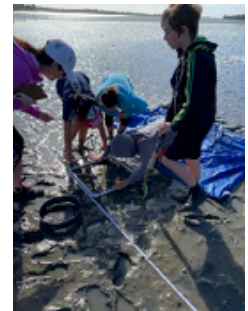
14 minutes to read



Acacio Martinez, 11, Sean MacIver, 11, Holly Arthur-Worsop, 9, and Kase Price, 10, have all been taking part in the Tidal Discoveries programme in Tauranga. Photo / Scott Yeoman



Further 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. Science learning spread to the local waterways and estuary with water testing and tidal discovery programme. Camps and day trips also added to curriculum and learning experiences for many children.



The Enviro schools kaupapa continued to develop during 2019 with learning weaved through our curriculum. A highlight being the achievement of Stage 4 - Kokako, of the Resource Wise Schools programme. We hosted an Enviro-School cluster hui and worked on a collaborative project with Welcome Bay kindergarten to improve the alleyway connection between the two. Other developments saw the 'Sharing Shed' built with help from the Welcome Bay Lions and a mini garden to table programme trialled in the second half of the year. Our goal of becoming a 'silver' enviro school has been moved back to 2020 where we will gather the reflective documentation and present it during the year.

2020 Conceptual Curriculum Recommendations:

From our 2019 conceptual curriculum review, including feedback from whanau and students in end of year consultation, the following threads for 2020 curriculum have emerged:

An overall curriculum theme of sustainability with sub themes of whanaungatanga and manakitanga (sustainable relationships), kaitiakitanga and kotahitanga (sustainable environments) and tikanga and tangata (sustainable cultures).

The enviro-schools programme will be built through curriculum as will the Ministry of Education Putatara support resource.

The Kia Kaha programme will integrate into curriculum. Kia kaha enables students to develop strategies for respectful relationships where bullying behaviours are not tolerated. We will also be trialling the social skills and resilience programme 'Bounce Back' in years 3 and 4. The Garden to Table programme will be extended for all year 4 learners.

Agency and inquiry will continue to be grown with learning from Kath Murdoch professional learning in 2019 further implemented through practice.

2019 Literacy Review

Learning in years 1-6

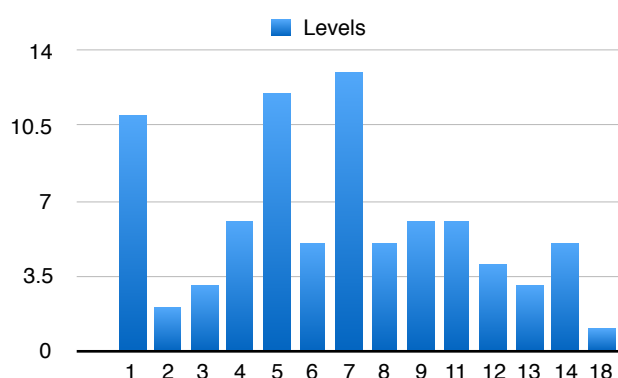
The transition from early childhood education to school is supported when the school:

- fosters a child's relationships with teachers and other children and affirms their identity
- builds on the learning experiences that the child brings with them
- considers the child's whole experience of school
- is welcoming of family and whānau.

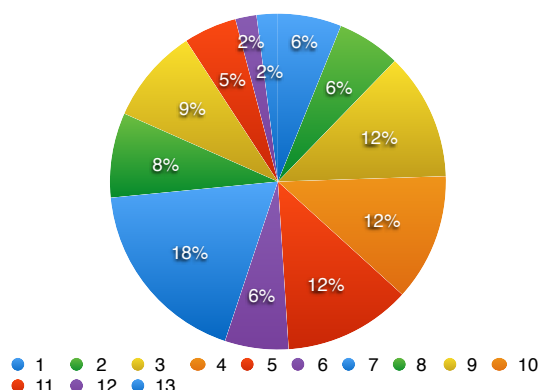
This new stage in children's learning builds upon and makes connections with early childhood learning and experiences. Teaching and learning programmes are developed through a wide range of experiences across all learning areas, with a focus on literacy and numeracy along with the development of values and key competencies.

Year 0/1:

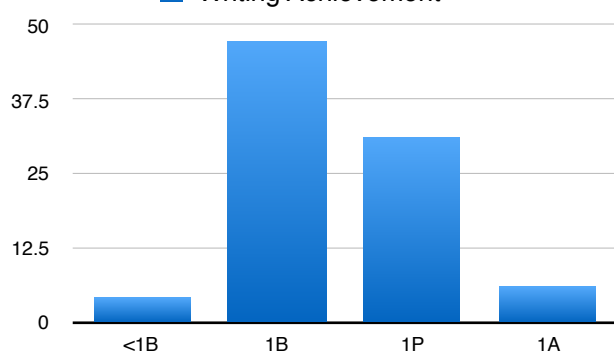
Reading Achievement



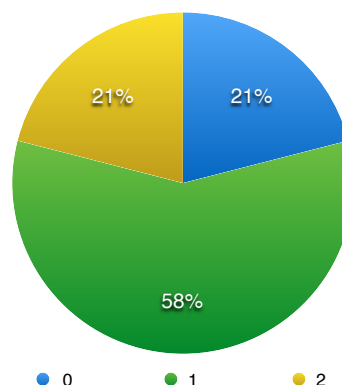
Reading Progress - Reading level shifts (T1-T4)



Writing Achievement



Writing sub level shifts



Comment and recommendations:

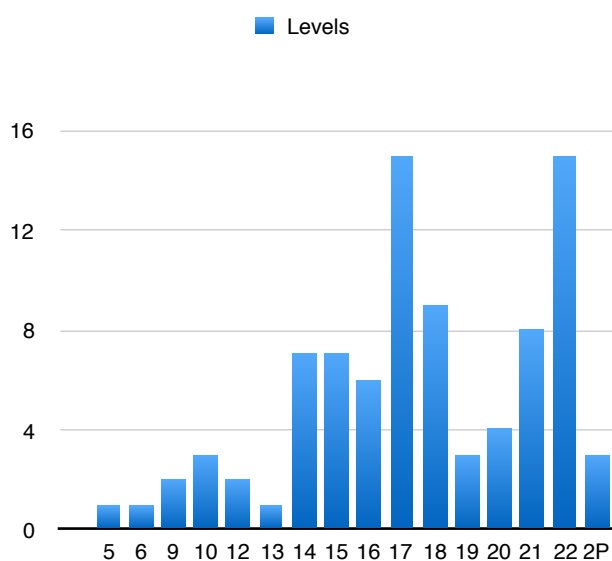
Until children are working in curriculum level two, sub level shifts have less meaning hence we glean more information from reading levels and more specific assessments such as the six year net. Our goal is for children to be at green level (level 12) after 40 weeks of instruction. Many of the children represented in the graphs have not yet had 40 weeks of instruction. In writing children will be at level 1 of the curriculum with sub level 1p after 40 weeks instruction. Our inquiry into school literacy entry levels has confirmed our hunch that children are arriving at school with significantly fewer building blocks for literacy in their toolbox.

Next steps:

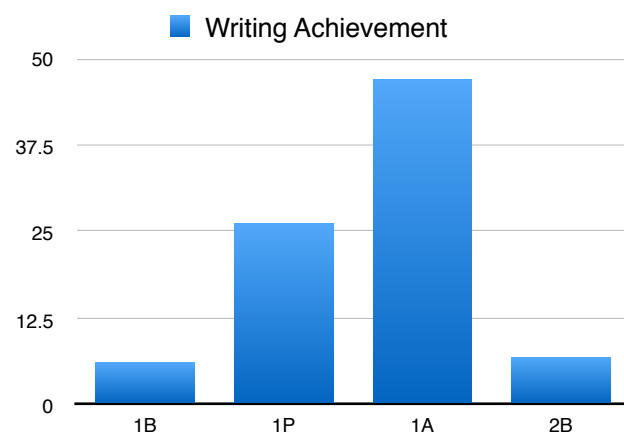
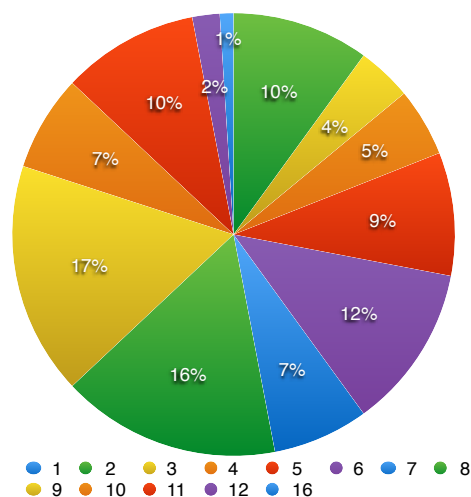
- Implementation of The Ready 4 Learning Foundation Skills programme. With this tool we will be able to assess and monitor the 'whole child and their progress across many dimensions of skill acquisition and the key competencies.
- Professional learning for all new entrant and year 1 teachers across the year. We have secured 100 hours of PLD time from the Ministry of Education.

2019 Literacy Review

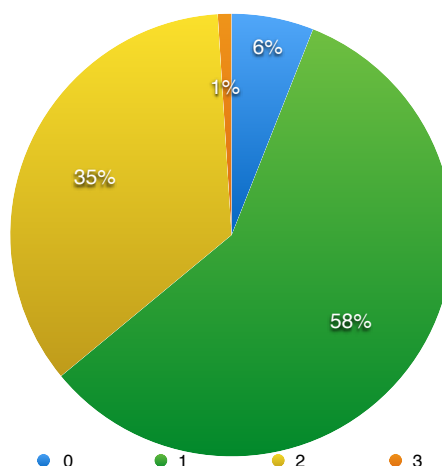
Year 2: Reading Achievement



Reading Progress - Reading level shifts



Writing sub level shifts



Comment and recommendations:

Our goal after 80 weeks of instruction is for our learners to be achieving at level 17 or above. We have a significant proportion who have achieved this in 2019.

Initial trials of the STEPS web programme have confirmed our hunch that lack of phonological awareness is a major barrier to achievement in literacy.

Reading recovery is a programme that supports identified learners requiring significant boost in literacy at 6 years of age. In 2019 we had 9 children in this programme (see separate reading Recovery report)

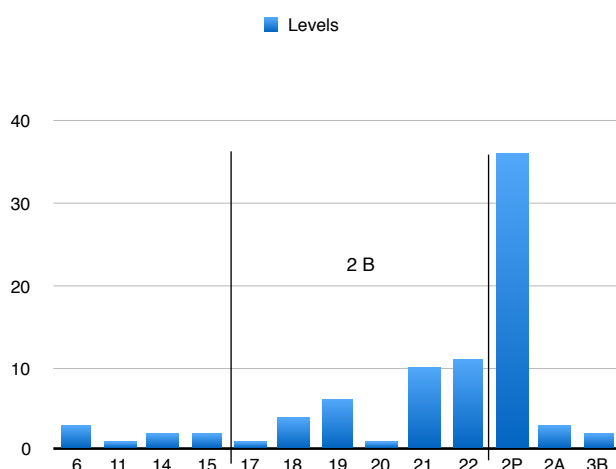
Next steps:

- Supplement the work we have done with Yolanda Soryl and the early words programme with the STEPS Web programme.
- Professional learning for teachers with StepsWeb implementation and monitoring.
- Continuation of Reading Recovery programme and literacy support groups.

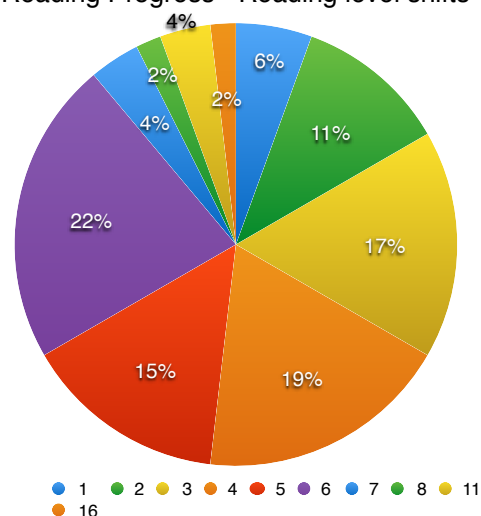
2019 Literacy Review

Year 3:

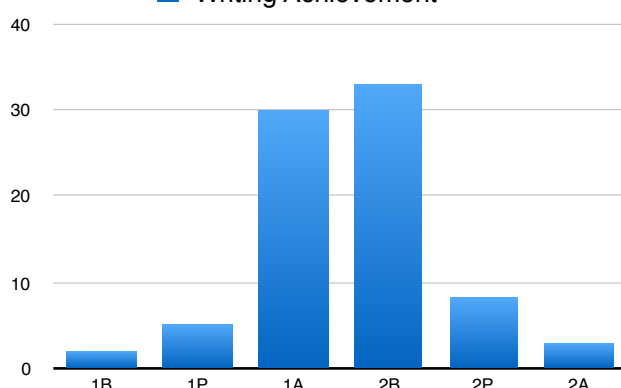
Reading Achievement



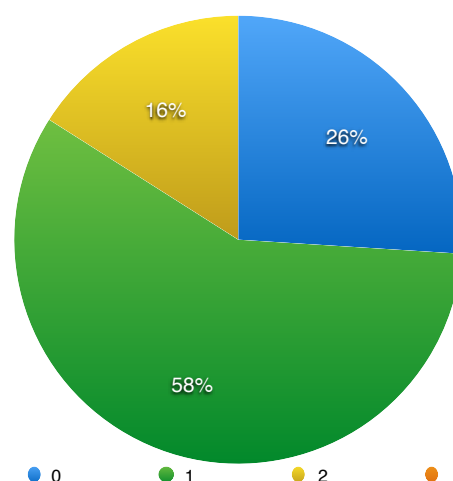
Reading Progress - Reading level shifts



Writing Achievement



Writing Progress - Sub level shifts



Comment and recommendations:

92% of year 3's are reading in curriculum level 2 or above. Of the 8 children remaining in level 1, 4 have additional needs with IEP's and two are new to Selwyn Ridge in 2019.
53% of year 3's are writing at curriculum level 2 or above.

Once children move beyond reading level 22 and into curriculum level 2P a shift is made from learning to read to reading to learn. Wider comprehension skills are developed with breadth and depth of reading consolidating this shift. Sub level shifts don't reflect the progress made through curriculum level 2P in year 3.

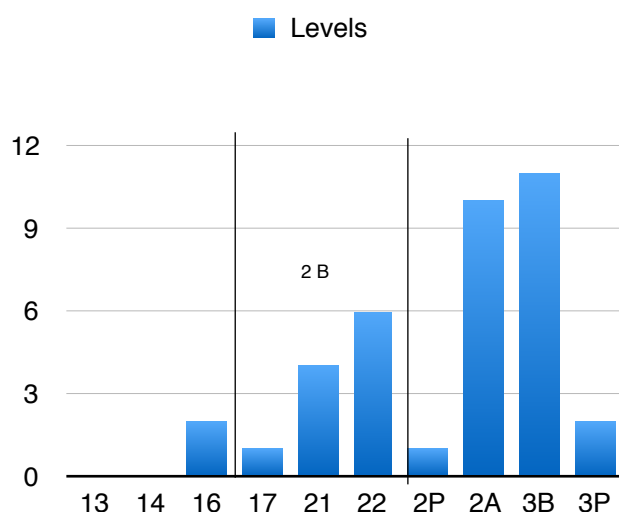
Next Steps:

- Supplement the literacy programme with the STEPS Web programme. Phonemic awareness goals.
- Further growth in comprehension skills for children achieving at curriculum level 2P and above. Development of inferencing abilities and reading across the curriculum.
- Acceleration of achievement for children identified at curriculum level 1 in writing. Goal to make at least 2 sub level shifts in 2020.
- Provision of literacy support intervention groups for child identified with accelerated growth needs.

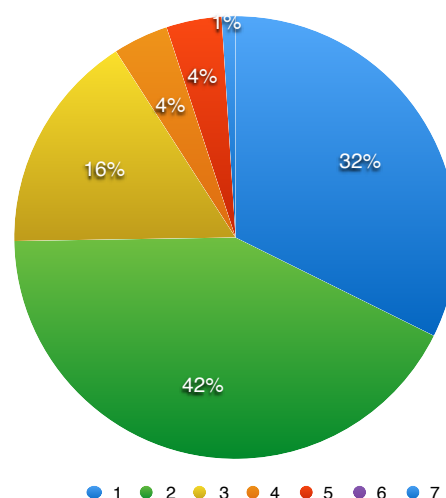
2019 Literacy Review

Year 4:

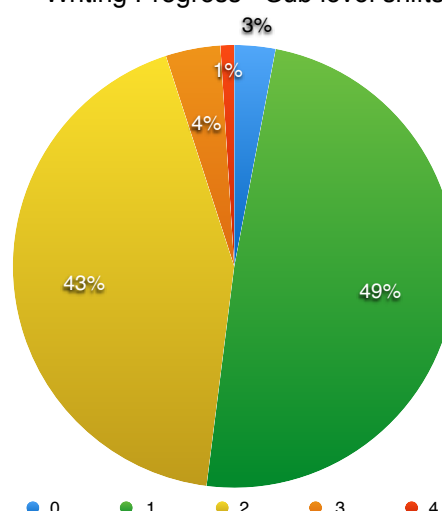
Reading Achievement



Reading Progress - Reading level shifts



Writing Progress - Sub level shifts



Comment and recommendations

Reading - 86% of year 4 learners are reading at curriculum level 2P or above with 68% of students making shifts of 2 or more sub levels during 2019. 27.5% are reading at curriculum level 3.

Writing - 73% of year 4 learners are writing at curriculum level 2P or above. 48% made 2 or more sub level shifts.

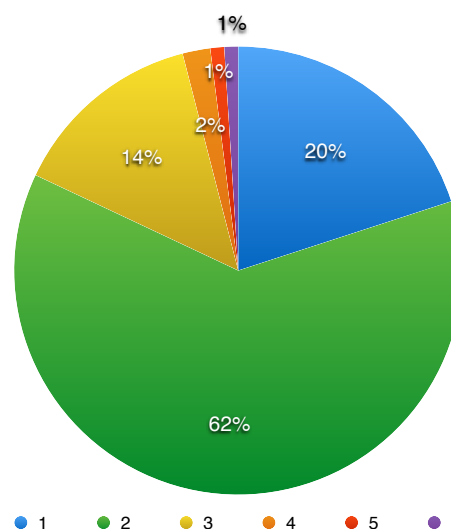
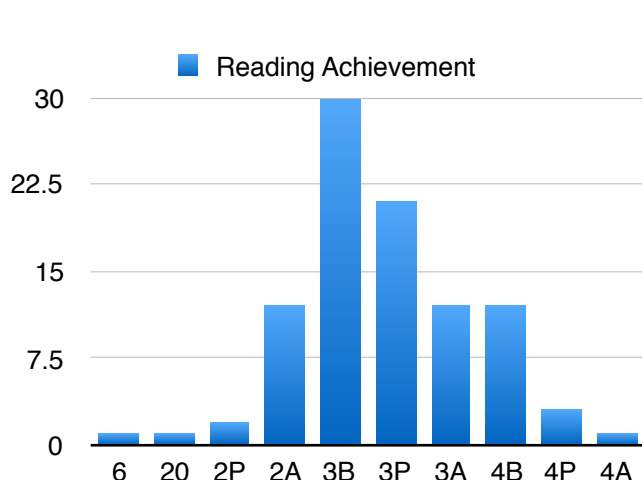
Next steps:

- Supplement the literacy programme with the STEPS Web programme. Working memory, phonemic awareness. Individualised remedial programme for identified children.
- Provision of literacy support intervention groups for child identified with accelerated growth needs
- Integration of Bounce Back resilience programme and Garden to Table programme with literacy development.

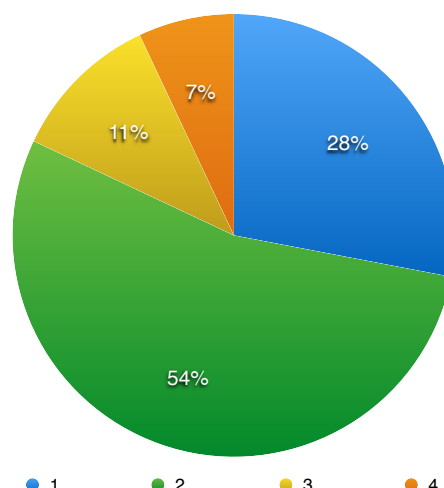
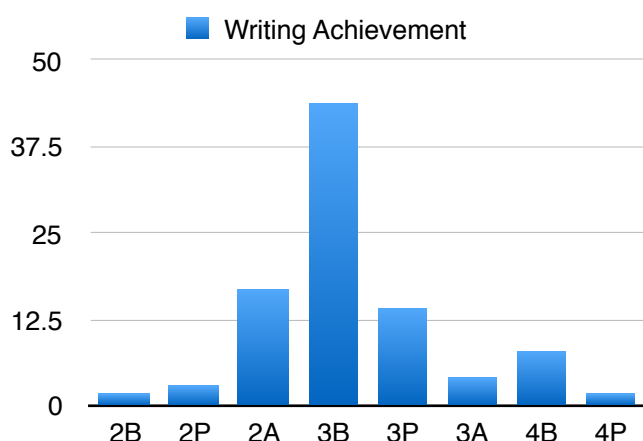
2019 Literacy Review

Year 5

Reading Progress - Curriculum sub level shifts



Writing Progress - Curriculum sub level shifts



Comment and recommendations

Reading - 83% of year 5 learners are reading at curriculum level 3 or above with 80% of year 5 students making shifts of 2 or more sub levels during 2019.

Writing - 76% of year 5 learners are writing at curriculum level 3 or above. 74% made 2 or more sub level shifts.

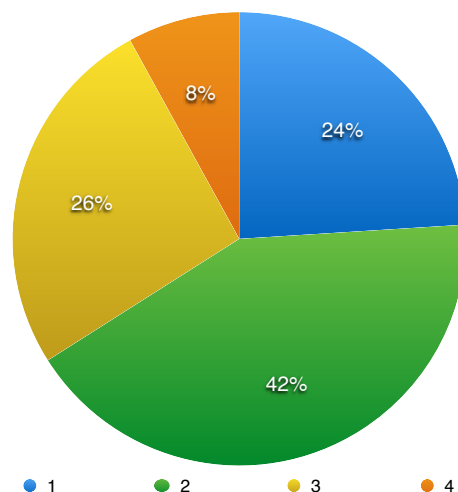
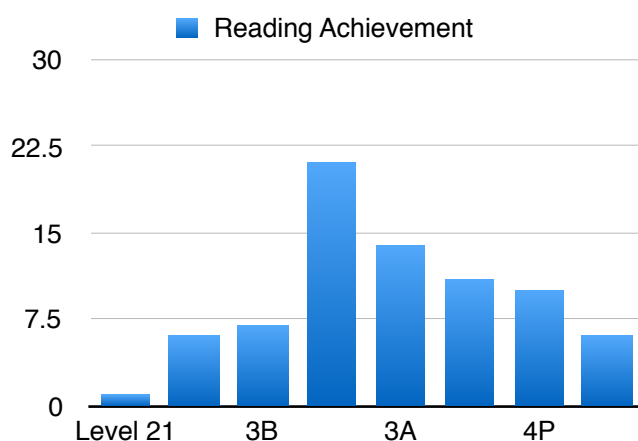
Next steps:

- Accelerate progress for children achieving at curriculum level 2. At least 2 sub level shifts in 2020.
- Supplement the literacy programme with the STEPS Web programme. Working memory, phonemic awareness. Individualised remedial programme for identified children.
- Review of the Avall programme to support comprehension and inference development
- Alignment of skill development between the Avall programme and STEPS Web Programme
- Provision of literacy support intervention groups for child identified with accelerated growth needs

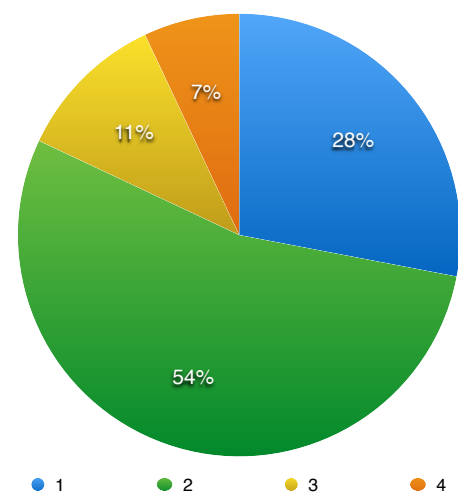
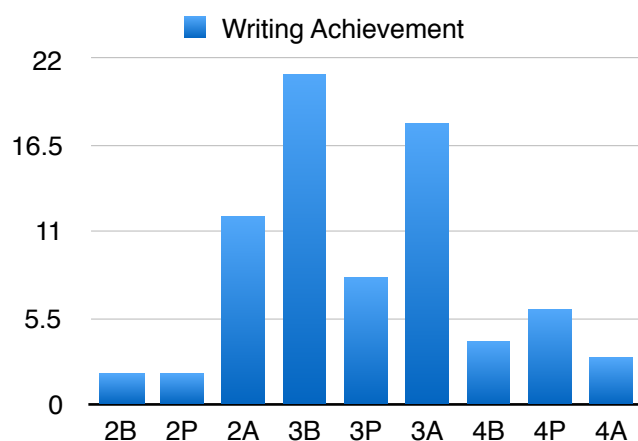
2019 Literacy Review

Year 6

Reading Progress - Curriculum sub level shifts



Writing Progress - Curriculum sub level shifts



Comment and recommendations

Reading - 82% of year 6 learners are reading at curriculum level 3P or above with 76% of students making shifts of 2 or more sub levels during 2019. 35% are achieving at curriculum level 4.
Writing - 79% of year 6 learners are writing at curriculum level 3 or above. 72% made 2 or more sub level shifts. 17% are achieving at curriculum level 4.

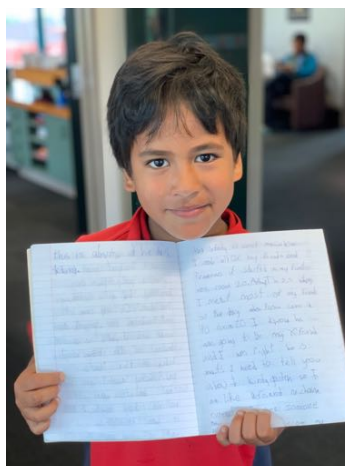


Literacy Review - next steps

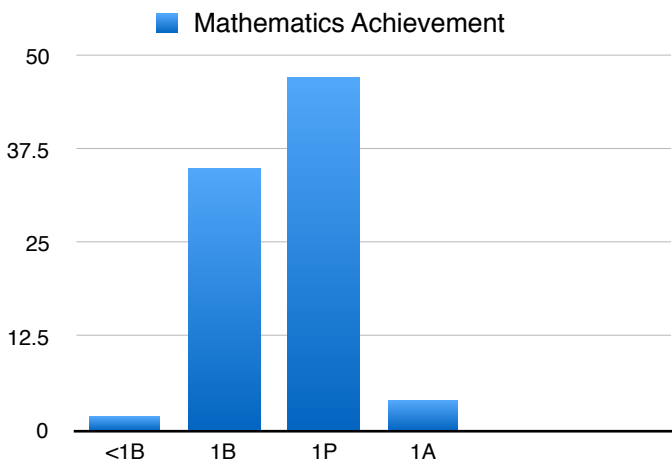
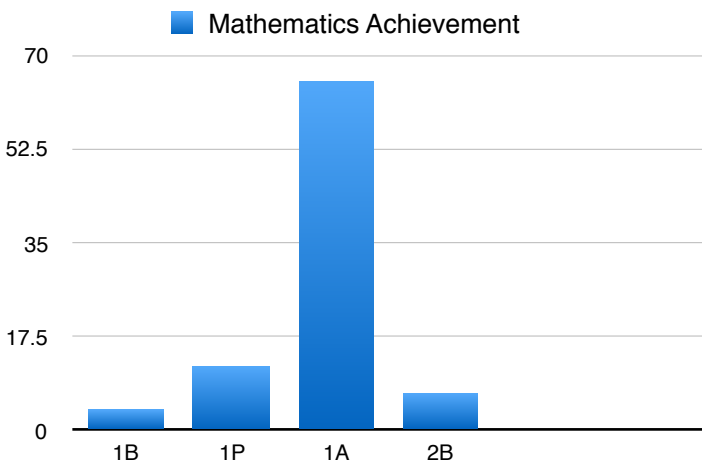
- **Implementation of STEPS Web literacy support programme for years 2 - 6.**
StepsWeb is an online literacy program. It is suitable for all ages from 5 to adult and it can be used on any device. StepsWeb is suitable as a school resource, or for home users. There is a strong emphasis on language awareness, so it helps to develop vocabulary and comprehension skills. Professional learning for teachers from year 2-6 and ongoing formative assessment and monitoring integrated.



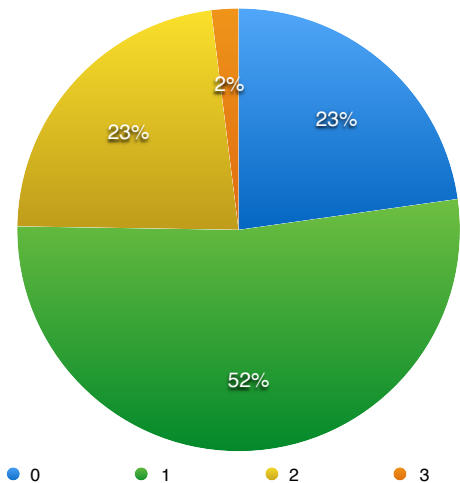
- **Ready 4 Learning Foundation Skills for NE / Year 1.**
With this tool we will be able to assess and monitor the 'whole child and their progress across many dimensions of skill acquisition and the key competencies. Early literacy development is broken into foundation skills. Professional learning for all new entrant and year 1 teachers across the year. We have secured 100 hours of PLD time from the Ministry of Education.
- 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 and Garden to Table programme with literacy development.
- Specialist teacher assistance to accelerate progress for children identified at risk of not achieving as we would like. Reading recovery programme and small group intervention programme.



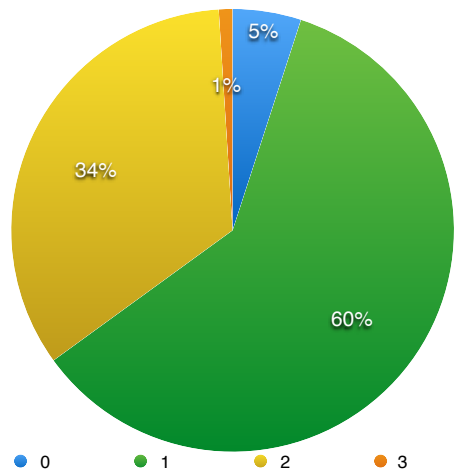
Mathematics Review

Year 0/1Year 2

Mathematics sub level shifts



Mathematics sub level shifts



Comment and recommendations

A significant group of students have made one sub-level shift across the year. A small group who have made little progress based upon sub-level shifts however movement has been occurring within sub levels.

Next steps:

Students operating at 1B and 1P - need to move students from 'counting all' to 'counting on.'

1B = stage 0, 1P = stage 2 - counting all using materials / stage 3 - counting all using imaging

1A = stage 4 - counting on and moving into knowing facts ($4 + 4 = 8$)

Cement number knowledge - whole numbers to 100, forward and backward sequences, etc.

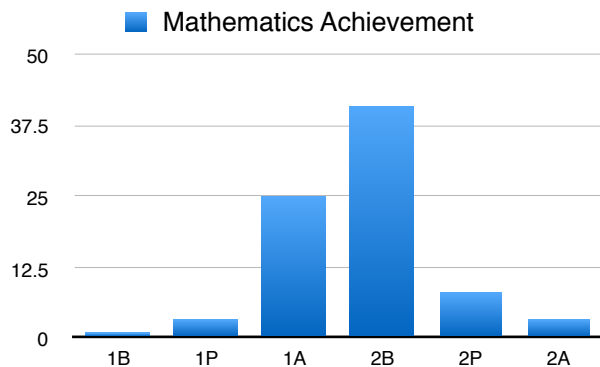
Moving students through 2 sub levels

Curriculum Level 1 is substantial in size, so interrogation of progress within the progressions would create further clarity.

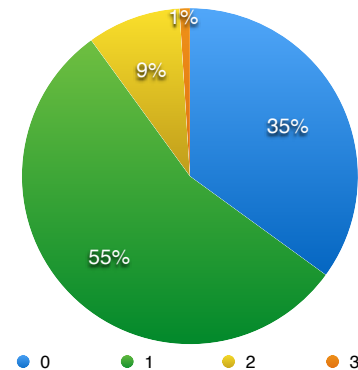
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Mathematics Review

Year 3



Mathematics sub level shifts



Comment and recommendations

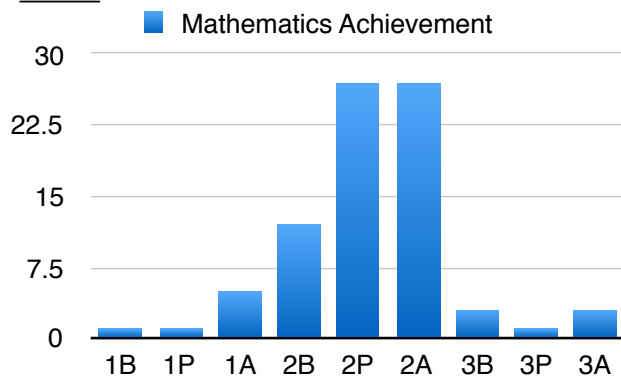
Approximately 71% of students working at expected curriculum level at end of year 3.

A large group of students have made one sub-level shift across the year. Small group who have made little progress based upon sub-level shifts. Movement will still be occurring within sub levels.

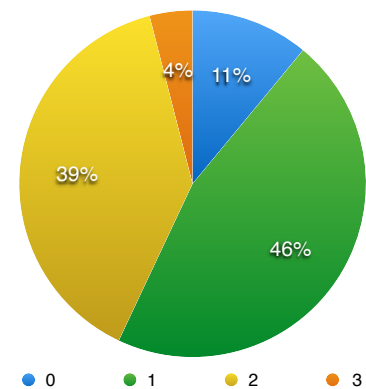
Next steps:

Moving students from stage 2/3 and 4, and eventually on to stage 5 (part whole thinking). This is based around student ability to decompose and recompose numbers. eg. $37 + 5 = ?$ so $37 + 3 + 2$. Develop confidence with basic addition and subtraction facts, place value knowledge, forming a solid foundation of making tens, teens and moving through 10s.

Year 4



Mathematics sub level shifts



Knowledge Analysis - via asttle

Term 1
65% @ 2B
17% @ 2P - 2A
18% @ 3B-3P

Term 3
30% @ <2B - 2B
30% @ 2P-2A
40% @ 3P+

Comment and recommendations

81% working at or above/ well above expected curriculum level for year 4. 43% made 2 or more sub level shifts. Number knowledge shows significant shifts between terms 1 and 3.

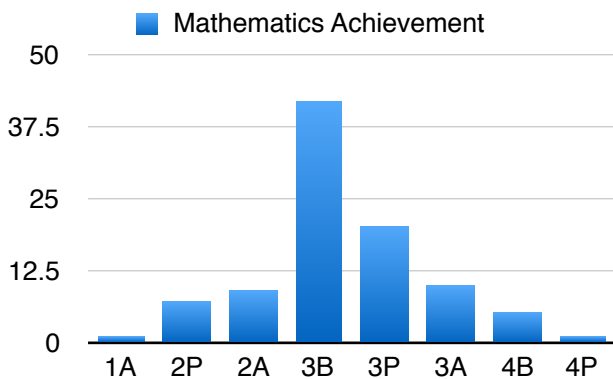
Next steps:

Consolidating simple additive strategies with whole numbers.

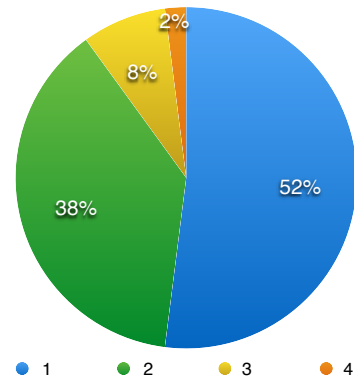
Continued exposure to multiplication - moving beyond repeated addition, using arrays and materials (not just rote learning times tables).

Mathematics Review

Year 5



Mathematics Progress - Curriculum sub level shifts



Term 1
27% @ 2A
18% 3B
54% 3P+

Term 3
10% @ 2A
23% @3B
67% @ 3P+

Comment and recommendations

85% of students working at expected curriculum level at end of year 5.

There are 5 students working at level 4 of the curriculum. These students will require opportunities to continue growing advanced mathematical skills, knowledge and strategies within class and outside during 2020. Further opportunities for recognising and growing mathematical strengths via Otago Problem Solving, extension maths group, ICAS assessments and WBEET Baymaths competition.

There are 7 students who are working at level 2P of the curriculum and will require support to ensure there is accelerated progress in 2020. Staff PLD based around key principles that underpin the ALiM project <https://nzmaths.co.nz/alim-theme-stories>

Next steps:

Identified need to move students into more multiplicative base strategies which are required at mid/ upper level 3 of the curriculum. Staff professional learning opportunities to identify best practice at this level of the curriculum.

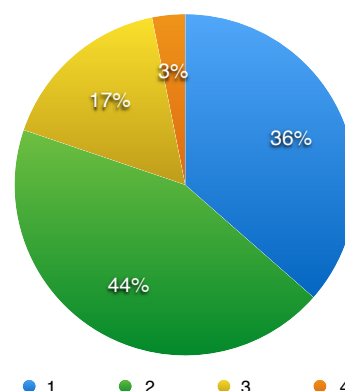
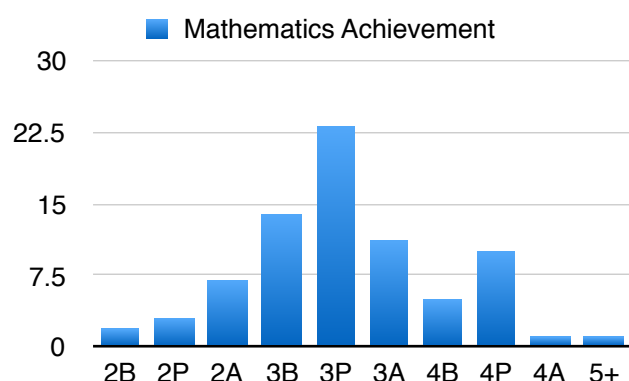
Use the knowledge assessment screens to identify key areas/ gaps in mathematical knowledge for individuals and groups. Specific and targeted teaching and learning to take place in class.

Develop and maintain mathematics learner profile/ progressions for use in class. This will help to further clarify strengths and next steps for all learners. This is essential in strengthening school/ home connections as well as pathways for students to lead own learning.

Mathematics Review

Year 6

Mathematics Progress - Curriculum sub level shifts



Knowledge Analysis - via asttle

Term 1
45% @ 2B-3B
35% @ 3P-3A
20% @ 4B+

Term 3
30% @ 2A-3B
35% @ 3P-3A
45% @ 4B+

Comment and recommendations

75% of students working at expected curriculum level. 64% of students made 2 or more sub-level shifts in the year.

There are 11 students working well below the expected curriculum level in term 4 (level 2). 7 of these students have historical identified learning needs across the curriculum. 2 students have low levels of attendance and are part of the truancy target group.

There are 12 students who working at high level 4 of the curriculum and beyond. 9 of these students have made accelerated progress in a year, making 3 - 4 sub level shifts. All 12 students were part of the extension maths group for 2019.

Consolidating a broader understanding and awareness of mathematical concepts. Curriculum level 3 requires a broad understanding of mathematical concepts that moves beyond number and into the strands. Continued moderation and staff PLD around rich mathematical learning tasks that explore problems involving strand and number knowledge and strategies.

Next steps:

Consolidate multiplicative strategies - moving students into confidence with this type of thinking which forms the basis for curriculum level 3.

Use the knowledge assessment screens to identify key areas/ gaps in mathematical knowledge for individuals and groups. Specific and targeted teaching and learning to take place in class.

Further exploration of best practice around teaching and learning of fractions, decimals and percentages. This includes investment in resources to support classroom teaching and learning. Proportional reasoning continually identified as the greatest area of need/ weakness for students working at level 3 of the curriculum.

Mathematics Review - next steps

- Assessing and monitoring of number knowledge in a more consistent manner via the 'Knowledge & Skills Screening Assessment.' Collating this data in assembly twice annually to track progress longitudinally for individual students. Assessment screens can be used to identify groups of students with common learning needs to create targeted intervention booster groups. This will provide an opportunity to design appropriate learning tasks and frame 'just in time' teaching.
- Linking practice to Selwyn Ridge Primary curriculum implementation plan. Key aspect to consider is around use of rich and authentic learning experiences that allow our students to **apply their skills, strategies and knowledge**. The application of knowledge in this context is essential. Building on recent staff exploration and moderating using rich learning tasks.
- Clarifying the role of number knowledge to support the movement through strategy levels. This is based around consolidating addition strategies and then multiplicative strategies.
- Develop a 'mathematics profile' for tracking progress and achievement that provides a more global picture of students growth.
- Clarify learning progressions for teachers and students - **develop a set of progressions for use school wide**. Have these in child speak (similar to writing rubrics) to allow students to see learning pathways. Progressions to identify key strategies and knowledge at curriculum levels/ stages - refer to 'Pearson Assessment Record Cards.' Progressions allow us to form a more global picture of student achievement beyond a curriculum level.

STAGE 6 - Advanced Additive Part-Whole	
Knowledge learning intentions:	Strategy learning intentions:
Read and order any number up to 1,000,000	Solve + and - problems by:
Read decimals to 3 d.p.	• Using compensation from tidy numbers
Read any fraction inc. >1	725 - 189 is 725 - 400 = 325 + 11 = 336
Order unit fraction	• Using place value
Say the number 1, 10, 100 and 1000 more or less	319 + 551 is 300 + 400 + 19 + 50 + 1 + 1 = 867
Count forwards and backwards in $\frac{1}{2}$'s, $\frac{1}{5}$'s, $\frac{1}{10}$'s, $\frac{1}{100}$'s	• Using compatible numbers
Know groupings of 10's and 100's in a 4 digit number	20 + 27 + 65 is 20 + 100 + 27 + 100 = 357 + 137
Know groupings within 1000	• Using reversibility
Know groups of 2's, 5's, 10's and 100's in numbers to 100 and any remainders	824 - 769 = 77 is 769 + 77 = 846
Round whole numbers to the nearest 10, 100, 1000	• Using equal addends
Round decimals to the nearest whole number	72 - 37 is 75 - 40 (add three to both numbers)
Recall all basic multiplication facts	• Using compensation
Recall addition & subtraction facts to 20	749 - 526, rearrange 749 as 700 + 30 + 19, 700 - 500 = 200, 200 + 30 = 230, 230 + 19 = 249
Know what happens when you multiply by 1, 0 or 10	Solve + and - problems by:
	• Using doubling, for ex.
	2 x 6 = 12 so 4 x 6 = 24
	• Doubling facts, for ex.
	2 x 6 = 12 so 3 x 6 = 12 + 6 = 18
	• Using reversibility, for ex.
	7 x 4 = 28 so 28 = 4 x 7
	• Using proportional adjustment, for example,
	3 x 12 is the same as 6 x 6 = 36
	• (Rounding and halving),
	57 24 = 4 x 5 to 20 = 8 x 3
	Solve problems with fractions
	• Mentally, using known multiplication and division facts, for example,
	$\frac{1}{2}$ of 36 is 18, $\frac{2}{3}$ of 36 is 24, $\frac{1}{3}$ of 36 is 12
Geometry and measurement Level 3	Statistics Level 3
In a range of meaningful contexts, students will be engaged in looking numerically and algebraically. They will solve problems and model situations that require them to:	In a range of meaningful contexts, students will be engaged in looking numerically and algebraically. They will solve problems and model situations that require them to:
Measurement	Statistical investigation
• Use linear scales and whole numbers of metric units for length, area, volume and capacity, weight (mass), angle, temperature, and time	• Conduct investigations using the statistical enquiry cycle:
• Find area of rectangles and volumes of cuboids by applying multiplication	gathering, sorting, and displaying multivariate category and whole number data and simple time series data to answer questions
Shape	identifying patterns and trends in context, within and between data sets
• Classify plane shapes and prisms by their spatial features	communicating findings, using data displays
• Represent objects with drawings and models	Statistical literacy
• Use a co-ordinate system or the language of direction and distance to specify locations and describe paths	• Evaluate the effectiveness of different displays in representing the findings of a statistical investigation or probability activity undertaken by others
Transformation	Probability
• Describe the transformations (reflection, rotation, translation, or enlargement) that have mapped one object onto another	• Investigate simple situations that involve elements of chance by comparing experimental results with expectations from models of all the outcomes, acknowledging that samples vary

KNOWLEDGE	STAGE 3	Counting From One By Imaging							
At this stage these are the key pieces of knowledge that the children need to learn.									
Learning Outcomes Knowledge I am learning to...	Harlow	Oscar	Korban	Alexis					
Read any number up to 20	17, 6, 18	Y							
Count forwards from any number up to 20	14, 15, 16	Y							
Count backwards from any number up to 20	15, 14, 13	N							
Say the number after a number in the range 1 - 20	14, 15, ...	Y							
Say the number before a number in the range 1 - 20	...14, 15	N							
Order numbers to 20	6, 13, 17, 20	Y							
Skip count forwards & backwards in 2's, 5's & 10's	2, 4, 6, 8, 10...20	N							
	5, 10, 15, 20...50	N							
	10, 20, 30, 40...100	N							
Know groupings within 10									
Instantly recognise patterns to 10 - doubles and 5 based									
Know doubles to 10	5 + 5 = 10	1+1							
Read symbols for halves and quarters	$\frac{1}{2}$ $\frac{1}{4}$	2+2							
STRATEGY	STAGE 3	Counting From One By Imaging							

- Specific 'Mac Attack' sessions around iPad use to support mathematical teaching and learning in class. Make use of Rachel McLaughlan's role/ skills as an IT leader and recent inquiry into mathematics. Rachel integrates ipads fluidly into mathematics as a tool to support learning and development of strategies. Moving beyond use of apps for simple drill and practise.
- Review of mathematics resources (school wide) to identify what we have and what we need - based around the 'why?' A particular focus around resources to represent thinking in various forms - especially in the senior school.

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).

As has been noted through individual sections of this report, there is much to celebrate regarding achievement for our 'Kids on the Ridge' and also areas identified for continued development. 2020 will see a continuation of our conceptual approach to curriculum further developing our commitment as an Enviro-school and demonstrating our strong belief in the importance of creativity.

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

At Selwyn Ridge School our vision for learning is:

Kids On The Ridge Soaring High

Kei runga nga rangatahi i te taukahiwi, kia hokahoka kahurangi

We look forward to a rich and rewarding 2020 where our learners soar high!

Craig Price
Principal

20/11/2019



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

Also Soaring High...



Senior Kapa Haka performance at He Paku Whakangahau - Peninsular Cluster Kapa Haka Festival.



5 years in a row for our Top Schools team. Coming out as winners against 23 other Western Bay of Plenty schools.



The Selwyn Ridge Extension Choir bring home a gold achievement award and best contributing school in the Kids Sing 2019 competition. They also won best pop piece and best performance of the test piece.

SELWYN RIDGE PRIMARY

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

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 of Trustees

Name	Position	How Position Gained	Occupation	Term Expired/ Expires
Robyn Garrett	Chair Person	Re-Elected May 2019	Team Leader Governance	May 2022
Craig Price	Principal	ex Officio	Principal	
Soi Pearson	Parent Rep	Re-Elected May 2019	Whanau Mentor	May 2022
Katrina McChesney	Parent Rep	Elected May 2019	Lecturer	May 2022
Bruce Cameron	Parent Rep	Elected May 2019	Financial Advisor	May 2022
Matthew Thomas	Parent Rep	Selected October 2018	Content & Digital Strategist	May 2022
Lesley Wakelin	Staff Rep	Elected July 2017	Teacher	May 2022

Accountant / Service Provider: Manning Warner Browne Ltd

SELWYN RIDGE PRIMARY

Annual Report - For the year ended 31 December 2019

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Selwyn Ridge Primary

Statement of Responsibility

For the year ended 31 December 2019

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2019 fairly reflects the financial position and operations of the school.

The School's 2019 financial statements are authorised for issue by the Board.

ROBYN PENELOPE GARRETT

Full Name of Board Chairperson



Signature of Board Chairperson

29/5/2020

Date:

CRAIG COLIN PRICE

Full Name of Principal



Signature of Principal

29/5/2020

Date:

Selwyn Ridge Primary

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue				
Government Grants	2	3,523,327	3,348,151	3,348,401
Locally Raised Funds	3	183,542	168,850	163,982
Interest income		23,416	20,000	22,962
Gain on Sale of Property, Plant and Equipment		4,301		3,426
International Students	4	144,713	154,000	140,087
		<u>3,879,299</u>	<u>3,691,001</u>	<u>3,678,857</u>
Expenses				
Locally Raised Funds	3	92,989	90,850	102,701
International Students	4	91,812	81,000	81,885
Learning Resources	5	2,574,269	2,455,704	2,473,314
Administration	6	203,212	211,650	187,247
Finance		2,718	5,000	2,591
Property	7	789,583	718,124	703,153
Depreciation	8	127,065	120,000	126,117
Loss on Disposal of Property, Plant and Equipment		-	-	1,215
		<u>3,881,648</u>	<u>3,682,328</u>	<u>3,678,222</u>
Net Surplus / (Deficit) for the year		(2,349)	8,673	635
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(2,349)</u>	<u>8,673</u>	<u>635</u>

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



Selwyn Ridge Primary

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2019

	Notes	Actual 2019 \$	Budget (Unaudited) 2019 \$	Actual 2018 \$
Balance at 1 January		<u>1,511,566</u>	<u>1,511,566</u>	<u>1,510,932</u>
Total comprehensive revenue and expense for the year		(2,349)	8,673	635
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	-
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9				
Equity at 31 December	24	<u>1,509,217</u>	<u>1,520,239</u>	<u>1,511,566</u>
Retained Earnings		1,509,217	1,520,239	1,511,566
Reserves		-	-	-
Equity at 31 December		<u>1,509,217</u>	<u>1,520,239</u>	<u>1,511,566</u>

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

Statement of Financial Position

As at 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Assets				
Cash and Cash Equivalents	9	269,006	506,176	461,924
Accounts Receivable	10	158,256	171,500	163,449
Prepayments		10,037	20,000	19,067
Inventories	11	44,074	55,000	54,666
Investments	12	758,287	435,000	413,572
		<u>1,239,659</u>	<u>1,187,676</u>	<u>1,112,679</u>
Current Liabilities				
GST Payable		1,672	10,000	9,237
Accounts Payable	14	224,874	204,700	203,219
Revenue Received in Advance	15	75,983	86,200	86,230
Provision for Cyclical Maintenance	16	4,167	10,000	15,834
Finance Lease Liability - Current Portion	17	16,546	12,300	12,496
Funds held for Capital Works Projects	18	105,066	-	3,338
		<u>428,307</u>	<u>323,200</u>	<u>330,355</u>
Working Capital Surplus/(Deficit)		811,352	864,476	782,324
Non-current Assets				
Property, Plant and Equipment	13	<u>766,806</u>	<u>705,996</u>	<u>769,425</u>
		766,806	705,996	769,425
Non-current Liabilities				
Provision for Cyclical Maintenance	16	49,000	42,633	32,633
Finance Lease Liability	17	19,941	7,600	7,550
		<u>68,941</u>	<u>50,233</u>	<u>40,183</u>
Net Assets		<u>1,509,217</u>	<u>1,520,239</u>	<u>1,511,566</u>
Equity				
	24	<u>1,509,217</u>	<u>1,520,239</u>	<u>1,511,566</u>

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



Selwyn Ridge Primary

Statement of Cash Flows

For the year ended 31 December 2019

		2019	2019	2018
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		753,843	713,285	762,467
Locally Raised Funds		183,066	164,313	166,217
International Students		134,465	153,970	173,030
Goods and Services Tax (net)		(7,566)	765	10,591
Payments to Employees		(477,637)	(409,253)	(457,488)
Payments to Suppliers		(464,265)	(504,446)	(540,243)
Cyclical Maintenance Payments in the year		-	(5,834)	-
Interest Paid		(2,718)	(5,000)	(2,591)
Interest Received		34,581	20,121	29,222
Net cash from Operating Activities		153,770	127,920	141,205
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		-	-	7,211
Purchase of PPE (and Intangibles)		(86,487)	(136,866)	(100,821)
Purchase of Investments		(344,715)	(21,428)	(21,133)
Net cash from Investing Activities		(431,201)	(158,294)	(114,743)
Cash flows from Financing Activities				
Finance Lease Payments		(17,217)	80,149	(23,667)
Funds Administered on Behalf of Third Parties		-	-	4,196
Funds Held for Capital Works Projects		101,728	(3,338)	-
Net cash from Financing Activities		84,511	76,811	(19,471)
Net increase/(decrease) in cash and cash equivalents		(192,919)	46,437	6,991
Cash and cash equivalents at the beginning of the year	9	461,925	459,740	454,932
Cash and cash equivalents at the end of the year	9	269,006	506,176	461,923

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 Cash Flow Statement should be read in conjunction with the accompanying notes which form part of these financial statements.



Selwyn Ridge Primary

Notes to the Financial Statements

For the year ended 31 December 2019

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 Act 1989. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2019 to 31 December 2019 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

The Education Act 1989 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".

Standard early adopted

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 36.

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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



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 13.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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



e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for credit losses. The school applies the simplified expected credit loss model of recognising lifetime expected credit losses for receivables. In measuring expected credit losses, short-term receivables have been assessed on a collective basis as they possess shared credit risk characteristics. They have been grouped based on the days past due. Short-term receivables are written off when there is no reasonable expectation of recovery. Indicators that there is no reasonable expectation of recovery include the debtor being in liquidation.

Prior Year Policy

Accounts Receivable represents items that the School has issued invoices for or accrued for, but has not received payment for at year end. Receivables are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A receivable is considered uncollectable where there is objective evidence the School will not be able to collect all amounts due. The amount that is uncollectable (the provision for uncollectibility) is the difference between the amount due and the present value of the amounts expected to be collected.

i) Inventories

Inventories are consumable items held for sale and comprise 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.

j) Investments

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

Prior Year Policy

Bank term deposits for periods exceeding 90 days are classified as investments and are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards. Share investments are recognised initially by the School at fair value plus transaction costs. At balance date the School has assessed whether there is any evidence that an investment is impaired. Any impairment, gains or losses are recognised in the Statement of Comprehensive Revenue and Expense.

After initial recognition any investments categorised as available for sale are measured at their fair value without any deduction for transaction costs the school may incur on sale or other disposal.

k) Property, Plant and Equipment

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

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	10–20 years
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Leased assets held under a Finance Lease	4 years
Library resources	12.5% Diminishing value

l) 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 or licensing of software are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software licences with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. Its fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

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.

m) Impairment of property, plant, and equipment and intangible assets

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

Non cash generating assets

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

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

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

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

n) 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.

o) Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay.

These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date.

Long-term employee entitlements

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

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

p) 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.

q) 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.

r) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of school control. These amounts 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.



s) Provision for Cyclical Maintenance

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

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

t) Financial Assets and Liabilities

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

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards.

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

u) 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.

Grants determined by the Minister of Education for operational activities includes all items (core components) included in the Operational Funding notice.

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

v) 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.

w) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

x) Services received in-kind

From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in kind in the Statement of Comprehensive Revenue and Expense.

2. Government Grants

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operational Grants	658,082	639,027	640,492
Teachers' Salaries Grants	2,097,139	2,100,000	2,022,081
Use of Land and Buildings Grants	614,745	535,624	535,624
Resource Teachers Learning and Behaviour Grants	3,835	3,000	3,682
Other MoE Grants	149,527	70,500	146,522
	3,523,327	3,348,151	3,348,401

3. Locally Raised Funds

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue			
Donations	65,325	53,000	37,625
Activities	66,824	68,850	75,438
Trading	42,119	35,500	38,975
Fundraising	5,804	5,000	5,547
Other Revenue	3,470	6,500	6,397
	183,542	168,850	163,982
Expenses			
Activities	49,880	54,350	63,132
Trading	35,604	27,000	30,406
Fundraising (Costs of Raising Funds)	7,505	9,500	9,163
	92,989	90,850	102,701
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	90,553	78,000	61,281

4. International Student Revenue and Expenses

	2019 Actual Number	2019 Budget (Unaudited) Number	2018 Actual Number
International Student Roll	14	13	15
Revenue			
International Student Fees	144,713	154,000	140,087
Expenses			
Advertising	7,448	7,000	7,196
Commissions	23,957	24,500	21,530
Recruitment	500	500	500
International Student Levy	7,008	3,000	2,809
Employee Benefit - Salaries	50,810	43,000	47,216
Other Expenses	2,089	3,000	2,635
	91,812	81,000	81,885
<i>Surplus/ (Deficit) for the year International Students'</i>	52,901	73,000	58,202



5. Learning Resources

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Curricular	42,113	48,480	34,774
Equipment Repairs	1,077	2,000	29
Information and Communication Technology	10,479	20,000	6,634
Extra-Curricular Activities	14,578	17,500	12,990
Library Resources	1,954	5,750	1,529
Employee Benefits - Salaries	2,453,528	2,313,274	2,301,173
Staff Development	50,541	48,700	116,186
	<u>2,574,269</u>	<u>2,455,704</u>	<u>2,473,314</u>

6. Administration

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Audit Fee	5,142	5,800	4,717
Board of Trustees Fees	8,304	8,000	8,110
Board of Trustees Expenses	3,922	8,800	2,723
Communication	8,794	8,050	7,641
Consumables	23,584	22,000	24,625
Legal Fees	339	500	339
Other	22,477	29,200	21,924
Employee Benefits - Salaries	114,413	112,000	102,061
Insurance	8,401	8,300	7,415
Service Providers, Contractors and Consultancy	7,836	9,000	7,692
	<u>203,212</u>	<u>211,650</u>	<u>187,247</u>

7. Property

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Caretaking and Cleaning Consumables	14,646	15,000	12,915
Consultancy and Contract Services	35,095	39,500	40,521
Cyclical Maintenance Provision	4,700	10,000	3,506
Grounds	9,411	15,000	11,439
Heat, Light and Water	24,890	24,000	23,549
Rates	7,726	8,000	6,330
Repairs and Maintenance	35,401	31,000	27,990
Use of Land and Buildings	614,745	535,624	535,624
Employee Benefits - Salaries	42,969	40,000	41,279
	<u>789,583</u>	<u>718,124</u>	<u>703,153</u>

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

8. Depreciation

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Buildings - School	8,488	8,500	8,488
Furniture and Equipment	63,808	57,000	60,943
Information and Communication Technology	33,290	30,000	28,862
Leased Assets	17,157	20,000	23,214
Library Resources	4,322	4,500	4,610
	<u>127,065</u>	<u>120,000</u>	<u>126,117</u>

9. Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash on Hand	125	125	125
Bank Current Account	213,105	127,051	96,064
Bank Call Account	56,794	379,000	366,586
Credit Card	(1,018)	-	(851)
Cash and cash equivalents for Cash Flow Statement	<u>269,006</u>	<u>506,176</u>	<u>461,924</u>

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

Of the \$269,005 Cash and Cash Equivalents, \$105,065 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2020 on Crown owned school buildings under the School's Five Year Property Plan.

Of the \$269,006 Cash and Cash Equivalents, \$75,782 is for International Student Fees and \$200 for Hall Hire Bonds.

10. Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	526	8,000	49
Receivables from the Ministry of Education	3,130	9,000	9,123
Allowance for credit/ losses	-	-	-
Interest Receivable	456	11,500	11,621
Banking Staffing Underuse	-	-	-
Teacher Salaries Grant Receivable	154,144	143,000	142,655
	<u>158,256</u>	<u>171,500</u>	<u>163,449</u>
Receivables from Exchange Transactions	982	19,500	11,671
Receivables from Non-Exchange Transactions	157,274	152,000	151,778
	<u>158,256</u>	<u>171,500</u>	<u>163,449</u>



11. Inventories

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
School Uniforms	44,074	55,000	54,666
	<u>44,074</u>	<u>55,000</u>	<u>54,666</u>

12. Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Asset Short-term Bank Deposits	758,287	435,000	413,572
Total Investments	<u>758,287</u>	<u>435,000</u>	<u>413,572</u>

13. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2019						
Buildings	153,341	17,009	-	-	(8,488)	161,863
Furniture and Equipment	500,886	16,302	-	-	(63,808)	453,380
Information and Communication	66,154	54,446	(249)	-	(33,290)	87,061
Leased Assets	17,283	33,658	-	-	(17,157)	33,785
Library Resources	31,761	3,280	-	-	(4,322)	30,719
Balance at 31 December 2019	<u>769,425</u>	<u>124,695</u>	<u>(249)</u>	<u>-</u>	<u>(127,065)</u>	<u>766,806</u>

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2019			
Buildings	280,021	(118,158)	161,863
Furniture and Equipment	1,012,615	(559,235)	453,380
Information and Communication	342,177	(255,116)	87,061
Leased Assets	78,025	(44,240)	33,784
Library Resources	98,223	(67,504)	30,718
Balance at 31 December 2019	<u>1,811,061</u>	<u>(1,044,254)</u>	<u>766,806</u>

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2018						
Buildings	161,829	-	-	-	(8,488)	153,341
Furniture and Equipment	478,706	83,123	-	-	(60,943)	500,886
Information and Communication Technology	86,027	10,417	(1,429)	-	(28,862)	66,153
Leased Assets	35,818	4,679	-	-	(23,214)	17,283
Library Resources	32,662	4,545	(835)	-	(4,610)	31,762
Balance at 31 December 2018	<u>795,042</u>	<u>102,764</u>	<u>(2,264)</u>	<u>-</u>	<u>(126,117)</u>	<u>769,425</u>

2018

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Buildings	263,012	(109,671)	153,341
Furniture and Equipment	996,313	(495,427)	500,886
Information and Communication Technology	299,952	(233,798)	66,154
Leased Assets	80,295	(63,012)	17,283
Library Resources	94,943	(63,182)	31,761
Balance at 31 December 2018	1,734,515	(965,090)	769,425

14. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating Creditors	21,062	34,500	34,250
Employee Entitlements - Salaries	192,872	160,000	158,799
Employee Entitlements - Leave Accrual	10,939	10,200	10,170
	224,874	204,700	203,219
Payables for Exchange Transactions	224,874	204,700	203,219
	224,874	204,700	203,219

The carrying value of payables approximates their fair value.

15. Revenue Received in Advance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
International Student Fees	75,783	86,000	86,030
Other	200	200	200
	75,983	86,200	86,230



16. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	48,467	48,467	44,961
Increase/ (decrease) to the Provision During the Year	4,700	10,000	25,284
Use of the Provision During the Year	-	-	(21,778)
Provision at the End of the Year	53,167	58,467	48,467
Cyclical Maintenance - Current	4,167	10,000	15,834
Cyclical Maintenance - Term	49,000	42,633	32,633
	53,167	52,633	48,467

17. Finance Lease Liability

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	15,649	12,300	25,207
Later than One Year and no Later than Five Years	14,440	7,600	17,422
Later than Five Years	-	-	-
	30,089	19,900	42,629

18. 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:

2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
Classrooms Internal Modifications <i>In-Progress</i>	(5,514)	294,440	(183,860)	-	105,066
Cable Repairs/Rodent Damage <i>Completed</i>	8,851	-	(9,078)	227	0
Totals	3,338	294,440	(192,939)	227	105,066

Represented by:

Funds Held on Behalf of the Ministry of Education	105,066
Funds Due from the Ministry of Education	-
	105,066

2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
Classrooms Internal Modifications <i>In-Progress</i>	-	-	(5,514)	-	(5,514)
Cable Repairs/Rodent Damage <i>In-Progress</i>	-	9,800	(949)	-	8,851
Special Needs Modification <i>Completed</i>	(858)	4,923	(4,199)	134	0
Totals	(858)	14,723	(10,662)	134	3,338



19. Related Party Transactions

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

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

20. Remuneration

Key management personnel compensation

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

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	8,303	8,110
Full-time equivalent members	0.10	0.09
<i>Leadership Team</i>		
Remuneration	347,219	346,774
Full-time equivalent members	3	3
Total key management personnel remuneration	355,522	354,884
Total full-time equivalent personnel	3.10	3.09

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

Principal

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

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140 - 150	140 - 150
Benefits and Other Emoluments	3 - 4	3 - 4
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2019 FTE Number	2018 FTE Number
100 - 110	1.00	0.00
	1.00	0.00

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



21. Compensation and Other Benefits Upon Leaving

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

	2019 Actual	2018 Actual
Total	-	-
Number of People	-	-

22. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at **31 December 2019** (Contingent liabilities and assets at **31 December 2018**: nil).

Holidays Act Compliance – schools payroll

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

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance. The Ministry has recognised an estimated provision based on the analysis of sample data, which may not be wholly representative of the total dataset for Teacher and Support Staff Entitlements. A more accurate estimate will be possible after further analysis of non-compliance has been completed, and this work is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2019, a contingent liability for the school may exist.

23. Commitments

(a) Capital Commitments

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

(a) \$294,440 contract for Internal Modifications as agent for the Ministry of Education. This project is fully funded by the Ministry and \$294,440 has been received of which \$189,674 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments at 31 December 2018: \$Nil)

(b) Operating Commitments

As at 31 December 2019 the Board has entered into no operating contracts:

24. Managing Capital

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



25. 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 (2018: Loans and receivables)

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	269,006	506,176	461,924
Receivables	158,256	171,500	163,449
Investments - Term Deposits	758,287	435,000	413,572
Total Financial assets measured at amortised cost	1,185,549	1,112,676	1,038,945

Financial liabilities measured at amortised cost

Payables	224,874	204,700	203,219
Finance Leases	36,488	19,900	20,046
Total Financial Liabilities Measured at Amortised Cost	261,362	224,600	223,265

26. Events After Balance Date

On March 11 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on 26 March, New Zealand increased its COVID-19 alert to level 4 and a nationwide lockdown commenced. As part of this lockdown all Schools were closed. Subsequently all Schools and Kura reopened on the 18 May 2020.

At the date of issuing the Financial Statements, the School has been able to absorb the majority of the impact from the nationwide lockdown as it was decided to start the annual Easter School holidays early. In the periods the School is open for tuition, the School has switched to alternative methods of delivering the curriculum, so Students can learn remotely.

At this time the full impact of the COVID-19 pandemic is not able to be determined, but it is not expected to be significant to the School. The School will continue to receive funding from the Ministry of Education, even while closed.

27. Adoption of PBE IFRS 9 Financial Instruments

In accordance with the transitional provisions of PBE IFRS 9, the school has elected not to restate the information for previous years to comply with PBE IFRS 9. Adjustments arising from the adoption of PBE IFRS 9 are recognised in opening equity at 1 January 2019. Accounting policies have been updated to comply with PBE IFRS 9. The main updates are:

- Note 8 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.

- Note 9 Investments:

Term deposits: This policy has been updated to explain that a loss allowance for expected credit losses is recognised only if the estimated loss allowance is not trivial.

Upon transition to PBE IFRS9 there were no material adjustments to these financial statements

28. Breach of Law

The Board of Trustees did not comply with section 87A (1) of the Education Act 1989 in that it did not submit its annual Financial Statements for audit by the 31 March 2020. On March 11 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later on 26 March, New Zealand increased its' COVID-19 alert level to level 4 and a nationwide lockdown commenced which has caused delays and resulted in a breach of Section 87A(1) of the Education Act. As this situation is out of the Board of Trustees control no audit qualification has been issued for breach of Section 87A(1) of the Education Act.





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INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF SELWYN RIDGE PRIMARY'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019

The Auditor-General is the auditor of Selwyn Ridge Primary (the School). The Auditor-General has appointed me, Donna Taylor, using the staff and resources of BDO Tauranga to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2019, 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 2019 and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards Reduced Disclosure Regime as applicable to entities that qualify as tier 2.

Our audit was completed on 29 May 2020. This is the date at which our opinion is expressed.

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

Emphasis of Matter – COVID-19

Without modifying our opinion we draw attention to the disclosures in note 26 on page 20 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

Basis for our opinion

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

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

PARTNERS: Fraser Lellman CA
Donna Taylor CA

Kenneth Brown CA
Paul Manning CA

Janine Hellyer CA

Jenny Lee CA

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

Responsibilities of the Board of Trustees for the financial statements

The Board of Trustees 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 of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of Trustees 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 of Trustees' responsibilities arise from 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 of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

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

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

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

Independence

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

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



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