

# Paerata School

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2020

#### School Directory

<b>Ministry Number:</b>	1414
<b>Principal:</b>	Luke Thompson
<b>School Address:</b>	33 Tuhimata Road, Pukekohe, 2679
<b>School Postal Address:</b>	P O Box 1163, Pukekohe
<b>School Phone:</b>	09-2328-7050
<b>School Email:</b>	<a href="mailto:office@paerata.school.nz">office@paerata.school.nz</a>

#### Members of the Board of Trustees

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Kuli Taumoefolau	Chair Person	Elected May 2019	May 2022
Luke Thompson	Principal	ex Offico	
Vanessa West	Parent Rep	Elected May 2019	May 2022
Vanessa White	Parent Rep	Elected May 2019	May 2022
Rauavi Bristowe-Murray	Parent Rep	Elected May 2019	May 2022
Sekove Tinalevu	Parent Rep	Elected May 2019	May 2022
Jennifer Roberts	Staff Rep	Elected May 2019	May 2022

**Accountant / Service Provider:** Jim Wakelin

# Paerata School

Annual Report - For the year ended 31 December 2020

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# Paerata School

## Statement of Responsibility

For the year ended 31 December 2020

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

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

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

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

Kuli Taumoefolau

\_\_\_\_\_  
Full Name of Board Chairperson

\_\_\_\_\_  
Signature of Board Chairperson

Date:

31/05/21

Luke Thompson

\_\_\_\_\_  
Full Name of Principal

\_\_\_\_\_  
Signature of Principal

Date:

31/5/2021

# Paerata School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
<b>Revenue</b>				
Government Grants	2	1,561,301	1,477,850	1,476,153
Locally Raised Funds	3	8,764	7,500	14,965
Interest income		10,480	10,000	11,015
		<u>1,580,545</u>	<u>1,495,350</u>	<u>1,502,132</u>
<b>Expenses</b>				
Locally Raised Funds	3	3,549	4,700	5,621
Learning Resources	4	991,516	977,800	906,470
Administration	5	99,296	129,560	85,046
Finance		(1,611)	-	(596)
Property	6	358,712	360,629	348,226
Depreciation	7	49,974	50,000	52,975
Loss on Disposal of Property, Plant and Equipment		-	-	63
		<u>1,501,436</u>	<u>1,522,689</u>	<u>1,397,805</u>
<b>Net Surplus / (Deficit) for the year</b>		79,109	(27,339)	104,327
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u><u>79,109</u></u>	<u><u>(27,339)</u></u>	<u><u>104,327</u></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.

# Paerata School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2020

	Notes	Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
<b>Balance at 1 January</b>		<u>507,774</u>	<u>507,769</u>	<u>403,447</u>
Total comprehensive revenue and expense for the year		79,109	(27,339)	104,327
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		545,164	-	-
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9				
<b>Equity at 31 December</b>	<b>22</b>	<u>1,132,047</u>	<u>480,430</u>	<u>507,774</u>
Retained Earnings		1,132,047	480,430	507,774
Reserves		-	-	-
<b>Equity at 31 December</b>		<u>1,132,047</u>	<u>480,430</u>	<u>507,774</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.

# Paerata School

## Statement of Financial Position

As at 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	8	416,795	400,765	388,804
Accounts Receivable	9	67,821	46,000	54,189
GST Receivable		2,069	-	-
Prepayments		47,853	2,000	2,016
Inventories	10	1,214	1,100	1,091
Investments	11	650,000	100,000	100,000
		<u>1,185,752</u>	<u>549,865</u>	<u>546,100</u>
<b>Current Liabilities</b>				
GST Payable		-	21,000	13,793
Accounts Payable	13	82,168	66,700	71,465
Finance Lease Liability - Current Portion	16	2,951	4,000	21,335
		<u>85,119</u>	<u>91,700</u>	<u>106,593</u>
<b>Working Capital Surplus/(Deficit)</b>		1,100,633	458,165	439,507
<b>Non-current Assets</b>				
Property, Plant and Equipment	12	32,225	23,190	73,192
		<u>32,225</u>	<u>23,190</u>	<u>73,192</u>
<b>Non-current Liabilities</b>				
Finance Lease Liability	16	811	925	4,925
		<u>811</u>	<u>925</u>	<u>4,925</u>
<b>Net Assets</b>		<u>1,132,047</u>	<u>480,430</u>	<u>507,774</u>
<b>Equity</b>	22	<u>1,132,047</u>	<u>480,430</u>	<u>507,774</u>

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

# Paerata School

## Statement of Cash Flows

For the year ended 31 December 2020

	2020	2020 Budget	2019
Note	Actual \$	(Unaudited) \$	Actual \$
<b>Cash flows from Operating Activities</b>			
Government Grants	444,556	377,845	412,533
Locally Raised Funds	8,764	7,500	15,085
Goods and Services Tax (net)	(15,866)	7,209	4,745
Payments to Employees	(171,352)	(163,000)	(123,050)
Payments to Suppliers	(212,979)	(205,983)	(171,726)
Interest Paid	1,611	-	596
Interest Received	9,613	9,724	11,022
Net cash from/(to) Operating Activities	64,347	33,295	149,207
<b>Cash flows from Investing Activities</b>			
Proceeds from Sale of Property Plant & Equipment (and Intangibles)	-	-	3,194
Purchase of Property Plant & Equipment (and Intangibles)	(11,732)	2	(10,866)
Purchase of Investments	(550,000)	-	-
Net cash from/(to) Investing Activities	(561,732)	2	(7,672)
<b>Cash flows from Financing Activities</b>			
Furniture and Equipment Grant	545,165	-	-
Finance Lease Payments	(19,789)	(21,335)	(25,377)
Funds Held for Capital Works Projects	-	-	(1,583)
Net cash from/(to) Financing Activities	525,376	(21,335)	(26,960)
<b>Net increase/(decrease) in cash and cash equivalents</b>	<b>27,991</b>	<b>11,962</b>	<b>114,574</b>
Cash and cash equivalents at the beginning of the year	388,804	388,803	274,230
<b>Cash and cash equivalents at the end of the year</b>	<b>416,795</b>	<b>400,765</b>	<b>388,804</b>

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been excluded.

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

# Paerata School

## Notes to the Financial Statements

### For the year ended 31 December 2020

#### 1. Statement of Accounting Policies

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

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

##### **b) Basis of Preparation**

###### **Reporting Period**

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

###### **Basis of Preparation**

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

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

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

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

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

###### **Measurement Base**

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

###### **Presentation Currency**

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

###### **Specific Accounting Policies**

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

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

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

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



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

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

#### ***Classification of leases***

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

#### ***Recognition of grants***

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

### **c) Revenue Recognition**

#### ***Government Grants***

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

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

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

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

#### ***Other Grants***

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

Grants for the use of land and buildings are also not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Proprietor. Use of land and building grants are recorded as income in the period the school uses the land and building.

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

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

#### ***Interest Revenue***

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

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

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

### **e) Operating Leases 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**

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

### **j) Investments**

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

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

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

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

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

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

### **Finance Leases**

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

### **Depreciation**

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	10–75 years
Furniture and equipment	10–15 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

### **l) 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.

**m) Accounts Payable**

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

**n) Employee Entitlements**

*Short-term employee entitlements*

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

**o) Provision for Cyclical Maintenance**

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

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

**p) Financial 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 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

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

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

**q) Goods and Services Tax (GST)**

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

**r) Budget Figures**

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

**s) Services received in kind**

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

## 2. Government Grants

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	355,262	327,850	369,637
Teachers' Salaries Grants	815,437	800,000	748,851
Use of Land and Buildings Grants	301,308	300,000	290,695
Other MoE Grants	86,327	50,000	65,619
RTLB Grants	2,967		1,351
	<u>1,561,301</u>	<u>1,477,850</u>	<u>1,476,153</u>

The school has opted in to the donations scheme for this year. Total amount received was \$24,000.

Other MOE Grants total includes additional COVID-19 funding totalling \$20,180 for the year ended 31 December 2020.

## 3. Locally Raised Funds

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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<b>Revenue</b>			
Donations	224	-	2,902
Activities	76	-	767
Trading	579	-	899
Fundraising	7,432	7,500	7,400
Other Revenue	453	-	2,997
	<u>8,764</u>	<u>7,500</u>	<u>14,965</u>
<b>Expenses</b>			
Trading	675	-	748
Fundraising (Costs of Raising Funds)	2,874	4,700	3,969
Activities	-	-	904
	<u>3,549</u>	<u>4,700</u>	<u>5,621</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>5,215</u>	<u>2,800</u>	<u>9,344</u>

#### 4 Learning Resources

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Curricular	68,005	71,300	52,667
Equipment Repairs	-	2,000	
Information and Communication Technology	6,284	-	2,506
Library Resources	261	500	434
Employee Benefits - Salaries Staff development	907,399	881,000	835,630
Staff Development	9,567	23,000	15,233
	<b>991,516</b>	<b>977,800</b>	<b>906,470</b>

#### 5) Administration

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Audit Fee	4,580	4,460	4,460
Board of Trustees Fees	3,400	4,000	3,866
Board of Trustees Expenses	7,784	-	7,058
Communication	1,063	1,200	1,151
Consumables	6,550	7,000	7,248
Other	16,815	52,200	11,027
Employee Benefits - Salaries	50,361	52,000	40,851
Insurance	1,598	1,200	1,525
Service Providers, Contractors and Consultancy	7,145	7,500	7,860
	<b>99,296</b>	<b>129,560</b>	<b>85,046</b>

#### 6. Property

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Caretaking and Cleaning Consumables	4,957	3,500	6,215
Cyclical Maintenance Provision	-	-	-
Grounds	4,105	9,500	3,593
Heat, Light and Water	9,367	10,000	11,892
Repairs and Maintenance	8,494	7,379	9,033
Use of Land and Buildings	301,308	300,000	290,695
Security	16	250	29
Cleaning Contract	30,466	30,000	26,769
	<b>358,713</b>	<b>360,629</b>	<b>348,226</b>

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

## 7. Depreciation

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings - School	11,008	11,000	11,006
Furniture and Equipment	17,854	15,000	16,245
Leased Assets	18,885	23,650	25,405
Library Resources	2,227	350	319
	<u>49,974</u>	<u>50,000</u>	<u>52,975</u>

The school will be moving to a new site in 2021. There are several assets (ie Building Alterations etc) that will not be able to be moved. The Board has agreed to ensure these assets are depreciated to a Nil value by the time of the move. The extra amount of depreciation included in the 2020 accounts is \$11,271 (2019: \$9,441)

## 8) Cash and Cash Equivalents

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	-	-	-
Bank Current Account	308,074	267,265	260,870
Bank Call Account	108,721	133,500	127,934
Cash and cash equivalents for Statement of Cash Flows	<u>416,795</u>	<u>400,765</u>	<u>388,804</u>

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

## 9. Accounts Receivable

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Interest Receivable	1,591	1,000	724
Teacher Salaries Grant Receivable	66,230	45,000	53,465
	<u>67,821</u>	<u>46,000</u>	<u>54,189</u>
Receivables from Exchange Transactions	1,591	1,000	724
Receivables from Non-Exchange Transactions	66,230	45,000	53,465
	<u>67,821</u>	<u>46,000</u>	<u>54,189</u>

## 10. Inventories

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	1,214	1,100	1,091
	<u>1,214</u>	<u>1,100</u>	<u>1,091</u>

## 11. Investments

The School's investment activities are classified as follows:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Asset			
Short-term Bank Deposits	650,000	100,000	100,000
<b>Total Investments</b>	<b>650,000</b>	<b>100,000</b>	<b>100,000</b>

## 12. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2020</b>						
Buildings	11,008		-	-	(11,008)	-
Furniture and Equipment	37,376	9,007	-	-	(17,854)	28,529
Leased Assets	22,581	-	-	-	(18,885)	3,696
Library Resources	2,227	-	-	-	(2,227)	-
<b>Balance at 31 December 2020</b>	<b>73,192</b>	<b>9,007</b>	<b>-</b>	<b>-</b>	<b>(49,974)</b>	<b>32,225</b>

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
<b>2020</b>			
Buildings	83,170	(83,170)	-
Furniture and Equipment	87,705	(59,176)	28,529
Leased Assets	77,082	(73,386)	3,696
Library Resources	16,123	(16,123)	-
<b>Balance at 31 December 2020</b>	<b>264,080</b>	<b>(231,855)</b>	<b>32,225</b>

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2019</b>						
Buildings	22,014				(11,006)	11,008
Furniture and Equipment	46,060	7,561	-	-	(16,245)	37,376
Leased Assets	45,012	2,974	-	-	(25,405)	22,581
Library Resources	2,498	110	(62)	-	(319)	2,227
<b>Balance at 31 December 2019</b>	<b>115,584</b>	<b>10,645</b>	<b>(62)</b>	<b>-</b>	<b>(52,975)</b>	<b>73,192</b>

<b>2019</b>	<b>Cost or Valuation \$</b>	<b>Accumulated Depreciation \$</b>	<b>Net Book Value \$</b>
Buildings	83,170	(72,162)	<b>11,008</b>
Furniture and Equipment	94,344	(56,968)	<b>37,376</b>
Leased Assets	79,791	(57,210)	<b>22,581</b>
Library Resources	16,122	(13,895)	<b>2,227</b>
<b>Balance at 31 December 2019</b>	<b>273,427</b>	<b>(200,235)</b>	<b>73,192</b>

### 13. Accounts Payable

	<b>2020 Actual \$</b>	<b>2020 Budget (Unaudited) \$</b>	<b>2019 Actual \$</b>
Operating Creditors	7,506	9,500	9,809
Accruals	6,995	12,200	8,191
Capital Accruals for PPE items	1,437	-	-
Employee Entitlements - Salaries	66,230	45,000	53,465
	<b>82,168</b>	<b>66,700</b>	<b>71,465</b>
Payables for Exchange Transactions	82,168	66,700	71,465
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<b>82,168</b>	<b>66,700</b>	<b>71,465</b>

The carrying value of payables approximates their fair value.

### 15. Provision for Cyclical Maintenance

	<b>2020 Actual \$</b>	<b>2020 Budget (Unaudited) \$</b>	<b>2019 Actual \$</b>
Provision at the Start of the Year	-	-	-
Increase/ (decrease) to the Provision During the Year	-	-	-
Use of the Provision During the Year	-	-	-
Provision at the End of the Year	-	-	-
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Term	-	-	-
	<b>-</b>	<b>-</b>	<b>-</b>

In 2021 the school will be moving to a new site at Paerata Rise. This will be a completely new school and the Board is no longer required to provide for cyclical maintenance on existing buildings.



## 16. Finance Lease Liability

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
No Later than One Year	2,951	4,000	21,335
Later than One Year and no Later than Five Years	811	925	4,925
Later than Five Years	-	-	-
	3,762	4,925	26,260

## 17. Funds held for Capital Works Projects

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

		2020	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
No Activity			-	-	-	-	-
			-	-	-	-	-
		2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
Toilet Upgrade	<i>completed</i>		20	-	20	-	-
Sewerage Upgrade	<i>completed</i>		400	-	400	-	-
Fire Alarm Upgrade	<i>completed</i>		1,163	-	1,163	-	-
Totals			1,583	-	1,583	-	-

## 18. Related Party Transactions

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

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

## 19. Remuneration

### *Key management personnel compensation*

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

	<b>2020 Actual \$</b>	<b>2019 Actual \$</b>
<i>Board Members</i>		
Remuneration	3,400	3,866
Full-time equivalent members	0.10	0.11
<i>Leadership Team</i>		
Remuneration	242,409	222,204
Full-time equivalent members	2	2
Total key management personnel remuneration	245,809	226,070
Total full-time equivalent personnel	2.10	2.11

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:

	<b>2020 Actual \$000</b>	<b>2019 Actual \$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130-140	120-130
Benefits and Other Emoluments	1-5	1-5
Termination Benefits	-	-

### *Other Employees*

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

<b>Remuneration</b>	<b>2,020 FTE Number</b>	<b>2,019 FTE Number</b>
100-110	1	0

## 20. Contingencies

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

### *Holidays Act Compliance – schools payroll*

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

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

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

## 21. Capital Commitments

### (a) Capital Commitments

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

(a) \$108,914 (incl GST) contract for a playground at the new school to be completed in **2021**, which will be fully funded by the Ministry of Education as part of the Furniture and equipment grant. \$542,275 (No GST) has been received of which \$54,457.10 (Incl GST) has been paid as a deposit.

\$54,457 (incl GST) has been paid as a deposit.

Capital commitments at 31 December 2019: Nil

## 22. Managing Capital

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

## 23. Financial Instruments

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

### Financial assets measured at amortised cost

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash and Cash Equivalents	416,795	400,765	388,804
Receivables	67,821	46,000	54,189
Investments - Term Deposits	650,000	100,000	100,000
Total Financial assets measured at amortised cost	<u>1,134,616</u>	<u>546,765</u>	<u>542,993</u>

### Financial liabilities measured at amortised cost

Payables	82,168	66,700	71,465
Finance Leases	3,762	4,925	26,260
Total Financial Liabilities Measured at Amortised Cost	<u>85,930</u>	<u>71,625</u>	<u>97,725</u>

## 24. Events after Balance Date

The School moved to the new site/premises in April 2021.

Other than above mentioned, there were no significant events after the balance date that impact these financial statements.

## Independent Auditor's Report

### To the readers of Paerata School's Financial statements For the year ended 31 December 2020

The Auditor-General is the auditor of Paerata School (the School). The Auditor-General has appointed me, , Brendon Foy, using the staff and resources of RSM Hayes Audit, 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 17, that comprise the statement of financial position as at 31 December 2020, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2020; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 31 May 2021. This is the date at which our opinion is expressed.

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

### Basis of opinion

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

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

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

## Responsibilities of the Board for the financial statements

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

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

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

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

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

### Other information

The Board of Trustees is responsible for the other information. The other information includes the statement of responsibility, board member list, analysis of variance, 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 Paerata School.

A handwritten signature in blue ink, appearing to read 'Brendon Foy'.

**Brendon Foy**  
RSM Hayes Audit  
On behalf of the Auditor-General  
Auckland, New Zealand

# Paerata School

Growing Great People



2020

# Paerata School's Vision - Growing Great People

## Values / Nga Uara

A Paerata School student shows lifelong learning through a growth mindset which is supported by our values of Respect, Integrity, Self-Management and Excellence. At Paerata School we encourage all learners in our community to strive for excellence and become great people.

Paerata School's values are all integral to growing great people who reach their full potential.

### **RESPECT - Whakaute**

- Respecting our language, culture, environment, ourselves, growth, and each other

### **INNOVATIVE - Auaha**

- Creative, curious, a questioner and a problem solver

### **SELF-MANAGING - Tino Rangatiratanga**

- Taking responsibility within the way we choose to act and making sure we are prepared to give ourselves the best chance for success.

### **EXCELLENCE - Hiranga**

- To be the best you can be and to strive for excellence through perseverance.

These values are part of what makes people great and we desire for all Paerata students to grow into great people.

There is a genuine learning culture based around collaboration and the promotion of strong values. There exists a determined belief that all students will meet with success and are valued for who they are and are supported to aspire to their full potential.



# Growing Great People

## Our Strategic Goals for 2020

	Student Learning <i>Greater Achievement</i>	Powerful Partnerships <i>Greater Connections</i>	Personnel Development <i>Greater Skills</i>	Wellbeing <i>Greater Hauora</i>
<b>Strategic Goals</b>	For all students to show progress in all curriculum areas.	Increase the level of collaboration with parents, iwi, other schools, Kahui Ako and community organisations to develop well rounded students who demonstrate our RISE values.	Grow the skill set of teachers, support staff, students and whanau to support the growth of individual needs and interests.	Attend to the health and wellbeing of all stakeholders through the implementation of robust systems and support mechanisms to monitor and improve their wellbeing.
<b>Strategic Initiatives for 2020</b>	<ul style="list-style-type: none"> <li>Review curriculum planning and delivery to increase teacher agency and decrease teacher variability</li> <li>Develop and implement a plan to increase hands-on learning experiences</li> </ul>	<ul style="list-style-type: none"> <li>Enhance strategic partnerships with our community to enhance connections</li> <li>Implement a plan to transition students from ECE to Paerata School</li> </ul>	<ul style="list-style-type: none"> <li>Investigate teaching strategies that have the most impact on raising achievement</li> <li>Develop and implement a plan to increase teacher agency</li> </ul>	<ul style="list-style-type: none"> <li>Investigate, develop and implement a plan to increase wellbeing for staff</li> <li>Investigate, develop and implement a plan to increase wellbeing for students</li> </ul>
<b>Measures of Success</b>	<ul style="list-style-type: none"> <li>Raise student achievement in literacy &amp; numeracy whereby each learner exceeds a years progress annually with a particular focus on Maori, Pasifika learners and priority learners with special needs.</li> <li>By the end of the 2020 all students will have increased the amount of learning experiences in the class through               <ul style="list-style-type: none"> <li>Play Based learning</li> <li>Discovery Time/Genius Hour</li> <li>Electives or Clubs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Increase consultation with iwi in developing a school narrative and developing a localised curriculum</li> <li>Have access to information that supports what school readiness is at Paerata School</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Rubric - Increased ownership between start of year baseline to end of year baseline measure</li> </ul>	<ul style="list-style-type: none"> <li>Increase the number of staff opportunities to encourage wellbeing practices and techniques that allow staff to flourish.</li> <li>Student needs identified through surveys data on SMS. Strategies implemented to increase student wellbeing.</li> </ul>

# 4 Year Strategic Overview

	2020	2021	2022	2023
For all students to show progress in all curriculum areas.	<ul style="list-style-type: none"> <li>Review curriculum planning and delivery to increase teacher agency and decrease teacher variability</li> <li>Develop and implement a plan to increase hands-on learning experiences</li> </ul>	<ul style="list-style-type: none"> <li>Student learning journals implemented to collect student reflection and progress</li> <li>Portfolios used to share and reflect on learning</li> </ul>	<ul style="list-style-type: none"> <li>Create a 'Backpack' of strategies that assist teachers in the classroom with targeted students</li> <li>Staff coaching and mentoring implemented school wide</li> </ul>	<ul style="list-style-type: none"> <li>Use of flexible learning spaces</li> </ul>
Increase the level of collaboration with parents, iwi, other schools, Kahui Ako and community organisations to develop well rounded students who demonstrate our RISE values.	<ul style="list-style-type: none"> <li>Work with Local manawhenua on cultural narrative for the school.</li> <li>Implement ECE Transition Plan</li> </ul>	<ul style="list-style-type: none"> <li>Develop a range of opportunities to partner with local iwi for community change</li> <li>Review ECE Transition Plan</li> </ul>	<ul style="list-style-type: none"> <li>Community experts supporting programme workshops</li> </ul>	<ul style="list-style-type: none"> <li>Develop strategic partnerships with our community to enhance connections</li> <li>Develop a plan to transition students from ECE to Paerata School</li> </ul>
Grow the skill set of teachers, support staff, students and whanau to support the growth of individual needs and interests.	<ul style="list-style-type: none"> <li>Investigate teaching strategies that have the most impact on raising achievement</li> <li>Develop and implement a plan to increase teacher agency.</li> </ul>	<ul style="list-style-type: none"> <li>Student lead passion projects</li> <li>Students running school robotic competition</li> </ul>	<ul style="list-style-type: none"> <li>Google certified teachers</li> </ul>	<ul style="list-style-type: none"> <li>Participate in Franklin Robotic competition</li> </ul>
Attend to the health and wellbeing of all stakeholders through the implementation of robust systems and support mechanisms to monitor and improve their wellbeing.	<ul style="list-style-type: none"> <li>Investigate, develop and implement a plan to increase wellbeing for staff</li> <li>Investigate, develop and implement a plan to increase wellbeing for students</li> </ul>	<ul style="list-style-type: none"> <li>Review wellbeing booklet for staff</li> </ul>	<ul style="list-style-type: none"> <li>School values are explicit and visible in all aspects of school operations and practices.</li> </ul>	<ul style="list-style-type: none"> <li>Students and whanau are actively involved in decisions that impact on their wellbeing through the curriculum, pastoral care processes and identification of wellbeing priorities.</li> </ul>

**Strategic Goal: Student Learning - Greater Achievement**

For all students to show progress in all curriculum areas.

Strategic Initiative: Review curriculum planning and delivery to increase teacher agency and decrease teacher variability.

Targeted Actions	Expected Outcome	Responsible (who is doing the work)	Accountable (Who is checking it is done)	Start Date	Finish Date	Outcome
Review curriculum planning and delivery to increase teacher agency and decrease teacher variability	Teachers working collaboratively to review, revise and update the Paerata School curriculum reflecting current student needs and be responsive to students needs as they change.	Jennifer Roberts	Luke Thompson	Term 1	Term 4	<ul style="list-style-type: none"> <li>Did not complete due to COVID. Focused on needs of students, whanau and community</li> </ul>
Involvement within Kahui Ako towards the goals of "Growing connected pathways for all learners."	Teachers involved in Kahui Ako workstreams lead actions to achieve Kahui Ako goals.	Melinda Bolton Luke Thompson	Luke Thompson	Term 1	Term 4	<ul style="list-style-type: none"> <li>TRLI Workstream Term 1 work can be found <a href="#">here</a>. Workstream on hold due to COVID</li> <li>Maori Engagement Workstream <a href="#">here</a>. Workstream on hold due to COVID</li> </ul>
Review the reporting structure to give whanau an understanding of student progress and achievement.	New Report format set up to include a broader definition of success. Parents are informed about progress and achievement.	Luke Thompson	Luke Thompson	Term 2	Term 4	<ul style="list-style-type: none"> <li>Due to COVID we changed our reporting structure .</li> <li>We will be changing our SMS to HERO. All reporting to parents will be done through our parent portal online in 2021.</li> </ul>

**Strategic Goal: Student Learning - Greater Achievement**

For all students to show progress in all curriculum areas.

**Strategic Initiative: Develop and implement a plan to increase hands-on learning experiences**

Targeted Actions	Expected Outcome	Responsible (who is doing the work)	Accountable (Who is checking it is done)	Start Date	Finish Date	Outcome
Increase the use of materials and practical experiences in all areas of learning.	Increase the number of practical learning experiences. All classes participate in clubs or electives.	Teaching Staff	Luke Thompson	Term 2	Term 4	<ul style="list-style-type: none"><li>• Did not complete due to COVID. Focused on needs of students, whanau and community</li></ul>
Professional development of play-based, and project based learning within classroom environments.	Increase staff knowledge regarding the practical ways play-based and project based learning can be delivered.	Junior Team	Luke Thompson	Term 1	Term 4	<ul style="list-style-type: none"><li>• Did not complete due to COVID. Focused on needs of students, whanau and community</li></ul>

**Strategic Goal: Powerful Partnerships - Greater Connections**

Increase the level of collaboration with parents, iwi, other schools, Kahui Ako and community organisations to develop well-rounded students who demonstrate our RISE values

**Strategic Initiative: Develop strategic partnerships with our community to enhance connections**

Targeted Actions	Expected Outcome	Responsible (who is doing the work)	Accountable (Who is checking it is done)	Start Date	Finish Date	Outcome
Maintain relationships with: - SWIS,RTL B & RTLit - Public Health Nurse - KidsCan - New Foundation - The Rising Foundation	Key people identified to support the students, parents, whanau and school.	SWIS - Whole Staff Public Health Nurse - Whole Staff KidsCan - Luke Thompson & Nikki Shea New Foundation - Luke Thompson The Rising Foundation - Luke Thompson	Senior Leadership Team	Term 1	Term 4	<ul style="list-style-type: none"> <li>MOE - 2 student receiving SLT support</li> <li>SWIS - 7 students receiving support, programmes are varied and work on building confidence, relationships and mental health.</li> <li>RTL B - 6 students 1 transitions and 4 cases are in the processing stage 2 of these are group referrals.</li> <li>PB4L - 2 teachers could not complete the Incredible Years Programme, this will continue in 2021.</li> <li>Rising Foundation - Camp Term 4</li> <li>New Foundations - START Programme Week 4-7 term 4</li> </ul>
Make connections to local iwi and marae.	A kaumatua identified to support and advise the school.  Work alongside marae	Luke Thompson	Luke Thompson	Term 2	Term 4	<ul style="list-style-type: none"> <li>Developed a relationship with Ngati Tamaoho.</li> </ul>

	to develop a narrative for Paerata School					<ul style="list-style-type: none"><li>• Mana Whenua rep will be co-opted on to the BOT in 2021.</li><li>• Discussion on what localised curriculum and an education plan could look like between Mana Whenua and Paerata.</li></ul>
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**Strategic Goal: Powerful Partnerships - Greater Connections**

Increase the level of collaboration with parents, iwi, other schools, Kahui Ako and community organisations to develop well-rounded students who demonstrate our RISE values

**Strategic Initiative: Implement a plan to transition students from ECE to Paerata School**

Targeted Actions	Expected Outcome	Responsible (who is doing the work)	Accountable (Who is checking it is done)	Start Date	Finish Date	Outcome
Develop information brochure for ECE and parents about Paerata School.	A brochure explaining school readiness. What are important skills for children starting school. Distribute brochure to ECEs.	Luke Thompson Jennifer Roberts Junior Team	Luke Thompson	Term 2	Term 3	<ul style="list-style-type: none"> <li>Did not complete due to COVID. Focused on the needs of students, whanau and community.</li> <li>With the implementation of a school zone for Paerata we are engaging with ECE in the catchment area around transition to school.</li> </ul>
Implement a cohort entry system.	Review policies and procedures for cohort entry at Paerata School.	Jennifer Roberts	Luke Thompson	Term 1	Term 1	<ul style="list-style-type: none"> <li>Cohort entry implemented will review process in 2021</li> </ul>
Investigate junior curriculum alignment with Te Whariki	Paerata School Curriculum will have a balance of the NZC and Te Whariki.	Junior Team	Luke Thompson	Term 2	Term 4	<ul style="list-style-type: none"> <li>Did not complete due to COVID. Focused on the needs of students, whanau and community.</li> </ul>

**Strategic Goal: PERSONNEL DEVELOPMENT - Greater Skills**

Grow the skill set of teachers, support staff, students and whanau to support the growth of individual needs and interests

Strategic Initiative: Investigate teaching strategies that have the most impact on raising achievement

Targeted Actions	Expected Outcome	Responsible (who is doing the work)	Accountable (Who is checking it is done)	Start Date	Finish Date	Outcome
Maintain the Reading programmes to accelerate reading for selected at-risk students.	Reading programme delivered during the year to targeted students.	Gemma Stacey Jordan Peters	Luke Thompson	Term 1	Term 4	<ul style="list-style-type: none"> <li>Continuation of Reading Recovery Programme 2020. This was difficult to do due to restrictions of lockdowns. RR Teacher tried to engage with students learning from home but lack of internet and devices proved troublesome.</li> </ul>
Review of term 1 / 2 teaching as inquiry to identify successful strategies and inform the next inquiries.	Outcomes of Term 1-2 inquiry used to inform personal inquiry for Term 3.	Teaching Staff	Luke Thompson	Term 1	Term 4	<ul style="list-style-type: none"> <li>Did not complete due to COVID. Focused on the needs of students, whanau and community.</li> </ul>
Implement the use of cross grouping to increase teacher collaboration within the middle and senior school.	Teachers collaboratively plan for cross grouping activities.	Teaching Staff	Luke Thompson	Term 1	Term 4	<ul style="list-style-type: none"> <li>Teachers were able to collaborate online during lockdowns to plan and teach during home learning. This proved difficult as we moved throughout levels and had students on site and learning from home.</li> </ul>
Identify teacher strengths and utilise in other areas around the school	Teachers use strengths to teach specific curriculum areas where	Teaching Staff	Luke Thompson	Term 1	Term 4	<ul style="list-style-type: none"> <li>Did not complete due to COVID. Focused on the needs of students, whanau</li> </ul>



curriculum.	students' needs have been identified.					and community.
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**Strategic Goal: PERSONNEL DEVELOPMENT - Greater Skills**

Grow the skill set of teachers, support staff, students and whanau to support the growth of individual needs and interests.

**Strategic Initiative: Develop and implement a plan to increase student agency**

Targeted Actions	Expected Outcome	Responsible (who is doing the work)	Accountable (Who is checking it is done)	Start Date	Finish Date	Outcome
Create a Key Competency Rubric as a tool to support student agency.	Students will access and use a Key Competency Rubric tool to support student agency.	Jennifer Roberts	Luke Thompson	Term 1	Term 2	<ul style="list-style-type: none"> <li>Did not complete due to COVID. Focused on needs of students, whanau and community</li> </ul>
Investigate and implement tools to enable students to have more agency in their learning.	Develop a progressions toolset which allows students to track progressions and goal sets through any curriculum or subject. Aligning next steps and goal setting to Paerata's School Curriculum.	Luke Thompson	Luke Thompson	Term 1	Term 4	<ul style="list-style-type: none"> <li>Did not complete due to COVID. Focused on needs of students, whanau and community</li> </ul>
Consult the Pasifika community to inform a Pasifika Education Implementation plan based on their vision of success at school.	Pasifika plan developed which includes three goals for improving success at school.	Luke Thompson	Luke Thompson	Term 2	Term 4	<ul style="list-style-type: none"> <li>Did not complete due to COVID. Focused on needs of students, whanau and community</li> </ul>
Investigate ways for Tuakana/Teina relationships	Planned opportunities for Tuakana/Teina	Jennifer Roberts	Luke Thompson	Term 1	Term 4	<ul style="list-style-type: none"> <li>Did not complete due to COVID. Focused on needs</li> </ul>

across the school.	relationships across the school.					of students, whanau and community
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**Strategic Goal: WELLBEING - Greater Hauora**

Attend to the health and wellbeing of all stakeholders through the implementation of robust systems and support mechanisms to monitor and improve their wellbeing.

**Strategic Initiative: Investigate, develop and implement a plan to increase wellbeing for staff**

Targeted Actions	Expected Outcome	Responsible (who is doing the work)	Accountable (Who is checking it is done)	Start Date	Finish Date	Outcome
Team building opportunities every term.	Team building is scheduled termly and staff are encouraged to participate. All staff will be rostered on to creating or organising a team building event.	Whole Staff	Jennifer Roberts	Term 1	Term 4	<ul style="list-style-type: none"> <li>Did not complete due to COVID. Focused on needs of students, whanau and community</li> </ul>
Implement Wellbeing Handbook.	Handbook is used and staff feedback fortnightly.	Jennifer Roberts	Luke Thompson	Term 2	Term 4	<ul style="list-style-type: none"> <li>Completed variations to handbook to allow for focuses during lockdown and changes to alert levels.</li> </ul>

**Strategic Goal: WELLBEING - Greater Hauora**

Attend to the health and wellbeing of all stakeholders through the implementation of robust systems and support mechanisms to monitor and improve their wellbeing.

**Strategic Initiative: Investigate, develop and implement a plan to increase wellbeing for students**

Targeted Actions	Expected Outcome	Responsible (who is doing the work)	Accountable (Who is checking it is done)	Start Date	Finish Date	Outcome
Survey all students to find out what their needs are.	All student survey data collected and analysed.	Jennifer Roberts	Luke Thompson	Term 1	Term 2	<ul style="list-style-type: none"> <li>Survey of student needs during lockdown. Many students did not have support to complete at home learning tasks.</li> <li>Redesign of Home learning</li> </ul>
Teaching PB4L areas that have been identified through recorded data on SMS.	Review data recorded on SMS and identify areas of need. Plans created and delivered on needs.	Sarah Katu	Jennifer Roberts	Term 1	Term 4	<ul style="list-style-type: none"> <li>We focused on the needs of the students, whanau and community. Ensured we provided wrap around support with outside agencies where possible to support whanau during difficult and stressful times.</li> </ul>
Investigate programmes to support students with self regulation.	Students will be able to self regulate from strategies they have learnt.	Luke Thompson	Luke Thompson	Term 1	Term 4	<ul style="list-style-type: none"> <li>Did not complete due to COVID. Focused on the needs of students, whanau and community.</li> </ul>

## Paerata School

For the year ended 31 December 2020

### **Kiwisport Statement**

Kiwisport is a Government initiative to support student's participation in organised sport. In 2020 the school received total Kiwisport funding of \$1768.62 (excluding GST).

The funding was not spent last year due to COVID 19. The majority of sporting events were cancelled due to restrictions or lockdowns.