

NGAIO SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021



Ministry Number:	2927
Principal:	Raewyn Watson
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NGAIO SCHOOL

Annual Report - For the year ended 31 December 2021

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Ngaio School
Statement of Responsibility
For the year ended 31 December 2021

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

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

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

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

Estelle Jamie

Full Name of Presiding Member

Raewyn Watson

Full Name of Principal

Jamie

Signature of Presiding Member

R Watson

Signature of Principal

26/5/22.

Date:

26 May 22.

Date:

Ngaio School

Statement of Comprehensive Revenue and Expense For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue				
Government Grants	2	3,326,162	3,321,902	3,433,553
Locally Raised Funds	3	477,787	519,600	404,468
Interest income		3,733	3,750	7,992
		3,807,682	3,845,252	3,846,013
Expenses				
Locally Raised Funds	3	307,722	278,096	303,105
Learning Resources	4	2,437,077	2,381,913	2,328,680
Administration	5	206,732	199,515	199,880
Finance		1,816	1,500	4,373
Property	6	751,347	854,053	950,751
Depreciation	11	122,221	127,500	131,183
		3,826,915	3,842,577	3,917,972
Net Surplus / (Deficit) for the year		(19,233)	2,675	(71,959)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		(19,233)	2,675	(71,959)

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

Ngaio School

Statement of Changes in Net Assets/Equity For the year ended 31 December 2021

Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Balance at 1 January	624,510	624,510	696,469
Total comprehensive revenue and expense for the year	(19,233)	2,675	(71,959)
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	5,682	-	-
Equity at 31 December	610,959	627,185	624,510
Retained Earnings	610,959	627,185	624,510
Equity at 31 December	610,959	627,185	624,510

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.

Ngaio School
Statement of Financial Position
As at 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Assets				
Cash and Cash Equivalents	7	182,940	152,685	16,372
Accounts Receivable	8	160,198	160,500	159,407
GST Receivable		-	5,000	34,826
Prepayments		4,469	2,000	10,170
Inventories	9	395	500	374
Investments	10	368,046	330,000	331,396
Funds held for Capital Works Projects	16	-	-	5,225
		<u>716,048</u>	<u>650,685</u>	<u>557,770</u>
Current Liabilities				
GST Payable		3,727	-	-
Accounts Payable	12	194,684	248,000	244,229
Revenue Received in Advance	13	35,887	30,000	23,737
Provision for Cyclical Maintenance	14	25,000	30,000	25,000
Finance Lease Liability	15	17,534	10,000	18,525
Funds held for Capital Works Projects	16	109,239	-	-
		<u>386,071</u>	<u>318,000</u>	<u>311,491</u>
Working Capital Surplus/(Deficit)		329,977	332,685	246,279
Non-current Assets				
Property, Plant and Equipment	11	446,155	439,500	535,773
		<u>446,155</u>	<u>439,500</u>	<u>535,773</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	159,980	125,000	137,170
Finance Lease Liability	15	5,193	20,000	20,372
		<u>165,173</u>	<u>145,000</u>	<u>157,542</u>
Net Assets		<u><u>610,959</u></u>	<u><u>627,185</u></u>	<u><u>624,510</u></u>
Equity		<u><u>610,959</u></u>	<u><u>627,185</u></u>	<u><u>624,510</u></u>

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

Ngaio School

Statement of Cash Flows

For the year ended 31 December 2021

		2021	2021	2020
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		792,275	621,902	641,546
Locally Raised Funds		483,541	525,863	410,814
Goods and Services Tax (net)		38,553	29,825	(34,855)
Payments to Employees		(698,127)	(520,597)	(588,116)
Payments to Suppliers		(486,238)	(489,589)	(318,591)
Interest Paid		(1,816)	(1,500)	(4,373)
Interest Received		3,657	3,911	8,616
Net cash from Operating Activities		131,845	169,815	115,041
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(29,952)	(31,227)	(23,284)
Purchase of Investments		(36,650)	-	(58,303)
Proceeds from Sale of Investments		-	1,396	-
Net cash from Investing Activities		(66,602)	(29,831)	(81,587)
Cash flows from Financing Activities				
Furniture and Equipment Grant		5,682	-	-
Finance Lease Payments		(18,821)	(8,897)	(19,518)
Painting contract payments		-	-	(42,977)
Funds on behalf of Third Parties		114,464	5,226	(5,225)
Net cash from Financing Activities		101,325	(3,671)	(67,720)
Net increase/(decrease) in cash and cash equivalents		166,568	136,313	(34,266)
Cash and cash equivalents at the beginning of the year	7	16,372	16,372	50,638
Cash and cash equivalents at the end of the year	7	182,940	152,685	16,372

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.

Ngaio School

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

Ngaio School

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

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.

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Ngaio School

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

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

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.

Ngaio School

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

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 \$500 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	20 years
Furniture and equipment	10 years
Information and communication technology	5 years
Library resources	12.5% Diminishing value
Leased assets	Over Life of the Lease

Ngaio School

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

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. It's 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.

Ngaio School

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

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, and also annual leave earned, by non teaching staff, to but not yet taken at balance date.

Long-term employee entitlements

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

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

p) Revenue Received in Advance

Revenue received in advance relates to fees received from students and grants received 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) 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.

r) 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).

Ngaio School

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

s) Financial Instruments

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

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

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

t) 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.

u) Budget Figures

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

v) 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.

Ngaio School
Notes to the Financial Statements
For the year ended 31 December 2021

2. Government Grants

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Operational Grants	606,260	572,402	598,566
Other Government Grants	32,805	500	7,173
Other MoE Grants	162,690	49,000	35,808
Teachers' Salaries Grants	2,035,978	2,100,000	2,087,270
Use of Land and Buildings Grants	488,429	600,000	704,737
	<u>3,326,162</u>	<u>3,321,902</u>	<u>3,433,554</u>

Operational grants total includes additional COVID-19 funding totalling \$12,398 for the year ended 31 December 2021 (2020: \$6,459 in Other MOE grants).

3. Locally Raised Funds

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue			
Donations	77,852	81,200	88,404
Fees for Extra Curricular Activities	67,926	95,100	43,251
Fundraising & Community Grants	14,717	10,000	-
Out of School Care	271,687	323,000	262,225
PTA	44,073	6,300	8,627
Trading	1,532	4,000	1,961
	<u>477,787</u>	<u>519,600</u>	<u>404,468</u>
Expenses			
Extra Curricular Activity Costs	63,570	11,500	31,825
Out of School Care	198,947	262,596	267,469
PTA	43,295	-	1,107
Trading	1,910	4,000	2,704
	<u>307,722</u>	<u>278,096</u>	<u>303,105</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>170,065</u>	<u>241,504</u>	<u>101,363</u>

4. Learning Resources

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Curricular	24,711	39,613	22,677
Library Resources	3,274	3,030	2,960
Employee Benefits - Salaries	2,383,204	2,308,720	2,271,920
Staff Development	25,888	30,550	31,123
	<u>2,437,077</u>	<u>2,381,913</u>	<u>2,328,680</u>

Ngaio School

Notes to the Financial Statements

For the year ended 31 December 2021

5. Administration

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	6,846	5,676	5,846
Board of Trustees Fees	4,290	3,065	3,130
Board of Trustees Expenses	6,291	3,000	4,402
Communication	2,370	3,800	3,710
Consumables	27,525	19,800	19,966
Other	13,089	15,470	15,944
Employee Benefits - Salaries	124,202	127,904	124,866
Insurance	11,829	11,200	11,726
Service Providers, Contractors and Consultancy	10,290	9,600	10,290
	<u>206,732</u>	<u>199,515</u>	<u>199,880</u>

6. Property

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	15,961	20,500	23,776
Consultancy and Contract Services	112,845	113,753	90,101
Cyclical Maintenance Provision	22,810	20,000	37,910
Grounds	27,845	16,800	17,097
Heat, Light and Water	22,593	29,000	28,475
Rates	4,680	4,500	4,461
Repairs and Maintenance	18,372	14,500	9,262
Use of Land and Buildings	488,429	600,000	704,737
Security	10,445	10,000	8,458
Employee Benefits - Salaries	27,367	25,000	26,474
	<u>751,347</u>	<u>854,053</u>	<u>950,751</u>

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

7. Cash and Cash Equivalents

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Current Account	182,936	152,685	16,368
Bank Call Account	4	-	4
Cash and cash equivalents for Cash Flow Statement	<u>182,940</u>	<u>152,685</u>	<u>16,372</u>

Of the \$182,940 Cash and Cash Equivalents, \$109,239 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2022 on Crown owned school buildings under the School's Five Year Property Plan.

Ngaio School
Notes to the Financial Statements
For the year ended 31 December 2021

8. Accounts Receivable

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	3,578	-	-
Receivables from the Ministry of Education	12,298	-	-
Interest Receivable	737	500	661
Teacher Salaries Grant Receivable	143,585	160,000	158,746
	<u>160,198</u>	<u>160,500</u>	<u>159,407</u>
Receivables from Exchange Transactions	4,315	500	661
Receivables from Non-Exchange Transactions	155,883	160,000	158,746
	<u>160,198</u>	<u>160,500</u>	<u>159,407</u>

9. Inventories

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	395	500	374
	<u>395</u>	<u>500</u>	<u>374</u>

10. Investments

The School's investment activities are classified as follows:

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	368,046	330,000	331,396
Total Investments	<u>368,046</u>	<u>330,000</u>	<u>331,396</u>

Ngaio School
Notes to the Financial Statements
For the year ended 31 December 2021

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2021	\$	\$	\$	\$	\$	\$
Building Improvements	303,454	-	-	-	(45,437)	258,017
Furniture and Equipment	128,770	10,767	-	-	(29,368)	110,169
Information Technology	46,191	15,696	-	-	(25,705)	36,182
Leased Assets	37,160	2,651	-	-	(18,932)	20,879
Library Resources	20,198	3,489	-	-	(2,779)	20,908
Balance at 31 December 2021	535,773	32,603	-	-	(122,221)	446,155

The net carrying value of equipment held under a finance lease is \$20,879 (2020: \$37,160).

	2021	2021	2021	2020	2020	2020
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	911,787	(653,770)	258,017	911,787	(608,333)	303,454
Furniture and Equipment	487,526	(377,357)	110,169	476,759	(347,989)	128,770
Information Technology	312,166	(275,984)	36,182	296,470	(250,279)	46,191
Leased Assets	95,407	(74,528)	20,879	113,088	(75,928)	37,160
Library Resources	89,860	(68,952)	20,908	86,371	(66,173)	20,198
Balance at 31 December	1,896,746	(1,450,591)	446,155	1,884,475	(1,348,702)	535,773

12. Accounts Payable

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	31,031	70,000	67,664
Accruals	6,846	6,000	5,846
Employee Entitlements - Salaries	143,585	160,000	158,746
Employee Entitlements - Leave Accrual	13,222	12,000	11,973
	194,684	248,000	244,229
Payables for Exchange Transactions	194,684	248,000	244,229
	194,684	248,000	244,229

The carrying value of payables approximates their fair value.

Ngaio School
Notes to the Financial Statements
For the year ended 31 December 2021

13. Revenue Received in Advance

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Grants in Advance	13,631	-	-
Other Revenue in Advance	22,256	30,000	23,737
	<u>35,887</u>	<u>30,000</u>	<u>23,737</u>

14. Provision for Cyclical Maintenance

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	162,170	162,170	124,260
Increase/ (decrease) to the Provision During the Year	22,810	20,000	37,910
Use of the Provision During the Year	-	(27,170)	-
Provision at the End of the Year	<u>184,980</u>	<u>155,000</u>	<u>162,170</u>
Cyclical Maintenance - Current	25,000	30,000	25,000
Cyclical Maintenance - Term	159,980	125,000	137,170
	<u>184,980</u>	<u>155,000</u>	<u>162,170</u>

15. Finance Lease Liability

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

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	18,369	10,000	18,525
Later than One Year and no Later than Five Years	5,408	20,000	20,372
Future Finance Charges	(1,050)	-	-
	<u>22,727</u>	<u>30,000</u>	<u>38,897</u>
Represented by			
Finance Lease Liability - Current	17,534	10,000	18,525
Finance Lease Liability - Term	5,193	20,000	20,372
	<u>22,727</u>	<u>30,000</u>	<u>38,897</u>

Ngaio School

Notes to the Financial Statements

For the year ended 31 December 2021

16. Funds Held for Capital Works Projects

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

	2021	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
Cubbie Boxes Block B	<i>Completed</i>	(6,100)	17,023	(10,923)	-	-
DQLS ILE Block B	<i>in progress</i>	(6,385)	45,950	(19,380)	-	20,185
McLeod Hall	<i>Completed</i>	9,595	(9,595)	-	-	-
Retaining Wall	<i>Completed</i>	(4,921)	12,941	(8,020)	-	-
Stormwater Drains	<i>in progress</i>	4,476	-	(500)	-	3,976
Sustainability	<i>Completed</i>	(1,890)	-	-	1,890	-
Fencing Remediation	<i>in progress</i>	-	31,550	(1,560)	-	29,990
Stairs - Driveway to Court	<i>in progress</i>	-	36,000	(43,567)	-	(7,657)
Turf Replacement	<i>in progress</i>	-	67,765	(5,020)	-	62,745
Totals		(5,225)	201,634	(88,970)	1,890	109,239

Represented by:

Funds Held on Behalf of the Ministry of Education	116,896
Funds Due from the Ministry of Education	(7,657)
Totals	109,239

	2020	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
Cubbie Boxes Block B	<i>in progress</i>	-	-	(6,100)	-	(6,100)
DQLS ILE Block B	<i>in progress</i>	-	-	(6,385)	-	(6,385)
Flooring	<i>Completed</i>	-	26,308	(26,308)	-	-
McLeod Hall	<i>in progress</i>	-	58,500	(48,905)	-	9,595
Retaining Wall	<i>in progress</i>	-	134,662	(139,583)	-	(4,921)
Stormwater Drains	<i>in progress</i>	-	8,733	(4,257)	-	4,476
Sustainability	<i>in progress</i>	-	-	(1,890)	-	(1,890)
Totals		-	228,203	(233,428)		(5,225)

17. Related Party Transactions

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

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

Ngaio School

Notes to the Financial Statements

For the year ended 31 December 2021

18. Remuneration

Key management personnel compensation

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

	2021 Actual \$	2020 Actual \$
<i>Board Members</i>		
Remuneration	4,290	3,130
<i>Leadership Team</i>		
Remuneration	289,024	866,104
Full-time equivalent members	2.00	8.71
Total key management personnel remuneration	293,314	869,234

There are 7 members of the Board excluding the Principal. The Board had held 9 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150 - 160	170 - 180
Benefits and Other Emoluments	24 - 25	23 - 24

Other Employees

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

Remuneration \$000	2021 FTE Number	2020 FTE Number
100 - 110	2	1
	2	1

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

19. Compensation and Other Benefits Upon Leaving

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

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

Ngaio School

Notes to the Financial Statements

For the year ended 31 December 2021

20. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

21. Commitments

(a) Capital Commitments

As at 31 December 2021 the Board has entered into the following contract agreements for capital works:

- (i) To upgrade the stormwater drains at a total cost of \$10,000, which is fully funded by the Ministry. \$4,757 has been spent to date.
 - (ii) To upgrade buildings at a total cost of \$308,076, which is fully funded by the Ministry. \$25,765 has been spent to date.
 - (iii) To replace the turf at a total cost of \$75,319, which is fully funded by the Ministry. \$5,020 has been spent to date.
 - (iv) To upgrade fencing at a total cost of \$40,000, which is fully funded by the Ministry. \$1,560 has been spent to date.
 - (v) To upgrade stairs - driveway to court at a total cost of \$40,000, which is fully funded by the Ministry. \$43,658 has been spent to date.
- (Capital commitments at 31 December 2020: \$538,076)

(b) Operating Commitments

As at 31 December 2021 the Board has not entered into any operating contracts.
(Operating commitments at 31 December 2020: \$nil)

Ngaio School
Notes to the Financial Statements
For the year ended 31 December 2021

22. Financial Instruments

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

Financial assets measured at amortised cost

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Cash and Cash Equivalents	182,940	152,685	16,372
Receivables	160,198	160,500	159,407
Investments - Term Deposits	368,046	330,000	331,396
Total Financial assets measured at amortised cost	711,184	643,185	507,175

Financial liabilities measured at amortised cost

Payables	194,684	248,000	244,229
Finance Leases	22,727	30,000	38,897
Total Financial Liabilities Measured at Amortised Cost	217,411	278,000	283,126

23. Events After Balance Date

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

NGAIO SCHOOL

Members of the Board

For the year ended 31 December 2021

Name	Position	How position on Board gained	Occupation	Term expired/expires
Estelle Jaine	Presiding Member	Elected	Professional Practice Fellow, University of Otago Medical School, Wellington	2022
Raewyn Watson	Principal	Appointed	Principal	
Christian Hawkesby	Parent Rep	Elected	Assistant Governor, Reserve Bank	2022
Mark Palmer	Parent Rep	Elected	Operations Manager, Precision Decorating Ltd	2022
Clinton Geeves	Parent Rep	Elected	CEO, NZ Scaffolding Group	2022
Sarah Sims	Parent Rep	Elected	Lawyer	2022
Dan Byrne	Staff Rep	Elected	Teacher	2022
Sarah Smart	Staff Rep	Elected	Teacher	Resigned April 2021

NGAIO SCHOOL

Kiwisport Statement

For the year ended 31 December 2021

Kiwisport is a Government funding initiative to support students participation in organised sport.

In 2021 the School received total Kiwisport funding of \$5,923 excluding GST (2020: \$6,342).

The funding was used to fund sporting endeavours with children being encouraged to take part in such activities as cross country, miniball, netball, hockey, flippaball and swimming.

Analysis of Variance Reporting



School Name: Ngaio School

School Number: 2927

Strategic Aim: Our Learners: Creating inspiring and meaningful pathways for learning.

Annual Aim: Initiative 1: Provide rich learning experiences and personalised pathways to engage students' and ensure their learning needs are catered for.

Target: Students who require extra support in their learning are identified and programmes are designed to support them to make accelerated progress towards achieving their individual goals, progressing them towards the appropriate level of achievement.

READING 2021

No. of Students: Number of focus students 2021: Year 2: 16; Year 3: 7; Year 4: 3; Year 5: 3; Year 6: 2

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Focus learners were identified at the beginning of the year using teacher knowledge and assessment data. All data was collated on a summary sheet showing previous interventions and strategies for each learner. Monitoring of Focus Learners occurs regularly at team meetings. Teachers share progress for each learner in syndicate discussions. Together they develop next steps, strategies and approaches to improve achievement.</p>	<p>31 students were identified as Focus Learners in reading for 2021: Year 2: (16): 11 reached the end of year expectation by making accelerated progress. A further 2 also made accelerated progress but did not reach the end of year expectation. 1 did not make enough progress to meet the end of year expectation. 1 is yet to make progress.</p>	<p>Ongoing commitment to recording detailed learning journeys via ETap to develop a 'puzzle of practice' for each Focus Learner. Robust moderation of OTJs using our new OTJ tracking system designed to build in multiple layers of discussion and analysis of data.</p>	<p>Assessment data gathered from the Observation Survey of Early Literacy Achievement (Six Year Net) along with school entry assessment, teacher observations and running records suggests that our current Year 1 students are tracking lower than previous cohort trends for our school. As a result, we are closely</p>

<p>Senior leaders monitor progress from teacher's observation notes, syndicate discussions and ongoing assessment. Twice a term and more frequently for some, progress updates were added to ETap to add to each focus learner's story.</p> <p>The leadership team, SENCO, and team leaders regularly monitored, reviewed and discussed focus learner progress and interventions.</p> <p>A Literacy Support teacher continued to work with focus learners and others requiring additional targeted teaching.</p> <p>Teacher Aides continued the Quick 60 programme with identified learners.</p> <p>Parent volunteers continued the Hooked on Books and Hooked on Words initiative in junior classes.</p> <p>We continued to embed school-wide beliefs, understandings and practices that came out of our Literacy PLD Journey with Evaluative Associates. Literacy expectations were reinforced and monitored by leaders.</p>	<p>Year 3: (7) 1 reached the end of year expectation by making accelerated progress. A further 3 made accelerated progress but have not yet reached the end of year expectation.</p> <p>Year 4: (3) 2 reached the end of year expectation by making accelerated progress. 1 made accelerated progress but did not reach the end of year expectation.</p> <p>Year 5: (3) 2 reached the end of year expectation by making accelerated progress. The remaining student is yet to make progress.</p> <p>Year 6: Both made accelerated progress but remain below the end of year expectation.</p> <p>Summary</p> <ul style="list-style-type: none"> 23 of 31 made accelerated progress 6 of 31 made progress 3 at expectation 3 yet to reach expectation 2 of 31 made minimal progress 	<p>Teacher Aides specifically trained to target needs e.g. LLE, Quick 60, Early Words.</p> <p>Literacy Support teacher is approachable and shares successes with classroom teachers to prompt changes to targeted teaching within the classroom programme.</p> <p>Past Writing PLD initiatives are evidenced in classrooms by consistencies in practice e.g. writer walls.</p> <p>Early interventions: Quick 60, Hooked on Books/Words, referring to external agencies for advice, support and funding.</p> <p>Well-resourced library with supportive librarians prompting a culture of reading across the school.</p>	<p>monitoring this cohort. Teachers are collaborating to share best practice including investigating Decodable Readers.</p> <p>A teacher is training in Reading Recovery to give our school three trained Reading Recovery teachers in the junior school (one in the role).</p> <p>Continue to embed consistent literacy practices across the school.</p> <p>We identified 2022 Focus Learners at the end of 2021 as part of our improved robust OTJ moderation tracking sheet. We will reflect and make changes as appropriate to this.</p>
<p>Planning for next year:</p> <p>Students below expectation will remain on the Focus Learner roll for 2022.</p> <p>Provide Observation Survey of Early Literacy Achievement (Six Year Net) training for Year 1 teachers to improve teacher capabilities in understanding and using information gathered to target needs.</p> <p>Continue to embed STAR and e-asTTle analysis of assessment for learning to inform teaching.</p> <p>Target Literacy Support Teacher time to assist with specific identified needs.</p> <p>PLGs continue to be used for collaboration and moderation across the school.</p>			

WRITING 2021

<p>No. of Students</p>	<p>Year 2: 13; Year 3: 7; Year 4: 6; Year 5: 9; Year 6: 12</p>
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<p>Actions <i>What did we do?</i></p>	<p>Outcomes <i>What happened?</i></p>	<p>Reasons for the variance <i>Why did it happen?</i></p>	<p>Evaluation <i>Where to next?</i></p>
<p>Focus learners were identified at the beginning of the year using teacher knowledge and assessment data. All data was collated on a summary sheet showing previous interventions</p>	<p>47 students were identified as Focus Learners in writing for 2021.</p>	<p>Our teachers have a continued commitment to recording detailed learning journeys via etap to develop a 'puzzle of practice' for each Focus Learner.</p>	<p>Driving and ensuring literacy shared expectations are occurring across the school and reflect.</p>

<p>and strategies for each learner. Monitoring of Focus Learners occurs regularly at team meetings. Teachers share progress for each learner in syndicate discussions. Together they developed next steps, strategies and approaches to improve achievement. Senior leaders monitor progress from teacher's observation notes and ongoing assessment. Twice a term and more frequently for some progress updates were added to Etap to add to each focus learner's journey.</p> <p>The leadership team, SENCO, and team leaders regularly monitored, reviewed and discussed focus learner progress and interventions.</p> <p>A Literacy Support teacher continued to work with focus learners and others requiring additional targeted teaching.</p> <p>Teacher Aides continued the Quick 60 programme with identified learners.</p> <p>Parent volunteers continued the Hooked on Books and Hooked on Words initiative in junior classes.</p> <p>PLGs remain in place for the purpose of collaboration and moderation across the school.</p>	<p>Year 2: (13) 11 reached the end of year expectation, 4 made minimal progress although 2 of these met the end of year expectation.</p> <p>Year 3: (7) 1 reached the end of year expectation by making accelerated progress. 1 made minimal progress.</p> <p>Year 4: (6) 1 reached the end of year expectation. 1 achieved accelerated progress but did not meet the end of year expectation and 2 made minimal progress.</p> <p>Year 5: (9) 8 reached the end of year expectation including 7 making accelerated progress. 1 made minimal progress.</p> <p>Year 6: (12) 1 made the end of year expectation by making accelerated progress.. A further 4 made accelerated progress but did not reach the end of year expectation. 1 made minimal progress.</p> <p>Summary 14 made accelerated progress 22 made progress <ul style="list-style-type: none"> ● 11 at expectation ● 11 yet to reach expectation 9 made minimal progress</p>	<p>Robust moderation of OTJs with layers of discussion and analysis of data remained a priority.</p> <p>Teacher Aides specifically trained to target needs e.g. LLE, Quick 60, Early Words.</p> <p>Literacy Support teacher is approachable and shares successes with classroom teachers to prompt changes to targeted teaching within the classroom programme.</p> <p>Recent writing PLD is evidenced in classrooms by consistencies in practice e.g. writer walls.</p> <p>Early interventions: Quick 60, Hooked on Books/Words, referring to external agencies for advice, support and funding.</p> <p>Improved understanding of using e-asTTle writing assessment tool to identify next steps in learning for all students.</p>	<p>Openness to new initiatives and connecting within our Kahui Ako.</p> <p>Continue - Early interventions: Quick 60, Hooked on Books/Words, referring to external agencies for advice, support and funding.</p> <p>Continue - Improved understanding of using E-asTTle writing assessment tool to identify next steps in learning for all students.</p>
<p>Planning for next year:</p> <p>Refer to 'Where to Next' column.</p> <p>Continue to track and monitor all students with a particular focus on those below expectation or on the cusp of expectation.</p> <p>Continue to embed consistent school-wide literacy expectations and practices e.g. writers' walls</p>			

MATHEMATICS 2021

<p>No. of Students</p>	<p>Year 2: 8; Year 3: 8; Year 4: 5; Year 5: 6; Year 6: 8</p>		
<p>Actions <i>What did we do?</i></p>	<p>Outcomes <i>What happened?</i></p>	<p>Reasons for the variance <i>Why did it happen?</i></p>	<p>Evaluation <i>Where to next?</i></p>

<p>Focus learners were identified at the beginning of the year using teacher knowledge and assessment data. All data was collated on a summary sheet showing previous interventions and strategies for each learner.</p> <p>Monitoring of Focus Learners occurs regularly at team meetings. Teachers share progress for each learner as part of syndicate meeting discussions. Together they developed next steps, strategies and approaches to improve achievement. Senior leaders monitor progress from the teacher's observation notes, syndicate discussion and ongoing assessments. Twice a term and more frequently for some progress updates were added to Etap to add to each focus learner's journey.</p> <p>The leadership team, SENCO, and team leaders regularly monitored, reviewed and discussed focus learner progress and interventions.</p> <p>Our Board funded Mathematics PLD with Cognition Education. This precluded a successful application for 200 hours of MoE funded PLD <i>Curriculum & Assessment: Mathematics</i>.</p> <p>Two teachers participated in ALIM* and established the ALIM model within their own classrooms. One teacher extended the model to work with more students from across their syndicate. The teachers involved shared both formally and informally with wider staff members the philosophy behind ALIM and the key components to how it works.</p> <p>*Accelerated Learning in Mathematics</p>	<p>35 students were identified as Focus Learners in <i>mathematics</i> for 2021:</p> <p>Year 2: (8) 3 reached the end of year expectation by making accelerated progress. A further 3 also made accelerated progress but did not reach the end of year expectation.</p> <p>2 made progress but are yet to reach the end of year expectation.</p> <p>Year 3: (8) 7 made progress but are yet to reach the end of year expectation. 1 made minimal progress.</p> <p>Year 4: (5) 1 reached the end of year expectation by making accelerated progress. A further 1 also made accelerated progress but remains below expectation.</p> <p>3 made progress but are yet to reach the end of year expectation.</p> <p>Year 5: (6) 1 reached the end of year expectation by making accelerated progress.</p> <p>5 made progress but are yet to reach the end of year expectation.</p> <p>Year 6: (8) 2 made accelerated progress, remaining below expectation.</p> <p>6 made progress but are yet to reach the end of year expectation.</p> <p>Summary</p> <ul style="list-style-type: none"> 11 of 35 made accelerated progress 23 of 35 made progress ● 2 at expectation ● 21 yet to reach expectation <p>1 made minimal progress</p>	<p>ALIM helped support learning shifts in the senior school. There was a positive knock-on effect of improved motivation across the cohort. Teachers talked formally and informally about the ALIM programme and were able to introduce elements of this into their own programmes.</p> <p><i>SPRING into Maths</i> Years 3 -6 targets those students who are assessed to benefit most from intensive programme. Assessment data and teacher observations inform the selection process.</p> <p>Maths PLD has lifted teacher motivation and pedagogical knowledge. Teachers are trialling understandings gained from the PLD. Time is given for teachers to discuss and collaborate as a whole staff, syndicates and within professional learning groups.</p>	<p>The ALIM teaching model continues in Y5/6 and is being established in Y3/4.</p> <p><i>SPRING into Maths</i> will continue across Years 3 - 6. It is designed to raise skill levels and confidence. Teachers commonly see an improvement in attitude to maths in class and an increase in confidence. Class teachers select the student participants based on assessment results that they have gathered. Groups are deliberately small (no more than four) and lessons are of twenty-five minute or so duration over four sessions a week. Lessons are quick paced and follow a consistent structure.</p> <p>Our term one focus across the school / <i>am a Mathematician</i> has been purposefully selected to dispel the idea that maths is only about calculation. Teachers are using the beginning of the year to set up not just their normal classroom culture but also look at the norms for good discussion and collaborative group work. Integrated units have been planned to incorporate elements of the <i>Health & PE, Technology and Arts</i> Curriculums e.g. pattern finding and making, which leads to art or even rhythms in music.</p> <p>Cognition Education continues to support our PLD journey with a focus on:</p> <ul style="list-style-type: none"> ● Teachers seeing assessment as an integral part of the process and understanding evidence ● Developing a shared understanding of learning progressions ● Increased confidence in how learning occurs ● Collaborative planning using the Five Practices ● In-class coaching model
<p>Planning for next year:</p> <p>We began our mathematics PLD journey at the beginning of 2021 working with Cognition Education. We continued our work through a successful application for PLD: 'Curriculum & Assessment' with Cognition Education with a particular lens on mathematics. This continues into 2022. Areas of focus for this includes: developing a better understanding of the numeracy progressions, in-class coaching model to support teaching practice and unpacking 'The Five Practices' to use as a framework.</p>			

One teacher is participating in ALIM in 2022. The two teachers who completed the ALIM course in 2021 will continue with the programme.

FRIENDSHIPS 2021

Targeted In-School Support

4 Y3 Students

- Developing teacher student/parent relationships pivotal for all
- Building class banks of friendship strategies
- Explicit teaching of how to be a friend
- Zones of regulation
- Supporting the process of initiating playdates with parents
- TA Lego Therapy
- Thoughtful learning buddy and group placement to foster blossoming friendships

3 Y5 Students

- Explicit teaching of listening to others
- Thoughtful learning buddy placement
- Encouragement of possible friendships
- Setting up tasks that require working together with shared interests
- Supporting the process of initiating playdates with parents

6 Y6 Students

- Talking through with the teacher/s when play time has not gone well
- Recognising that 2 of 6 enjoy their own company and initiating parallel play opportunities e.g. reading together at lunch time
- Thoughtful learning buddy placement
- Encouragement of possible friendships
- Setting up tasks that require working together with shared interests
- Supporting the process of initiating playdates with parents

Also,

School wide Bounce Back programme has been slowly introduced targeting in particular resilience and 'bouncing back'.

Two teachers are beginning the RTLB led Incredible Years course targeting positive behaviour interventions in classrooms.

Lots of lunch time activities on offer to offer choice in the playground e.g. ukulele, recorder, teacher/student-led sports, junior journalists, coding club, knitting club, EPro8, MacAttack, enviro club...

Well informed duty teachers of students with social needs in the playground.

Three duty teachers on during every play break, three peer mediators and up to two teacher assistants supervising high social needs.

External Support

4 Y3 Students

<ul style="list-style-type: none"> - RTLB & SENCo observations in the playground for one student
<ul style="list-style-type: none"> - 3 Y5 Students - Following ASD recommendations from Educational Psychologist reports
<ul style="list-style-type: none"> - 6 Y6 Students (IEPs for these students and working alongside RTLB/SENCo + other agencies) - 3 of 6 ASD - 2 high needs - 2 ADHD
<p>Summary of Progress</p> <p>All have anecdotal evidence from teachers that progress has been made with these 12 students engaging in relationships with other students.</p> <p>8 continue to show preference for working or playing alone.</p> <p>Incidents recorded on etap involving these students in negative break time situations with others has reduced.</p> <p>Those transitioning into Y7 had additional visits to Rarua Intermediate Normal School and have been carefully paired with students from Ngairo for 2022 class placements. The transition process included meetings with SENCo from both schools and in some instances parents.</p>

ANXIETY 2021

<p>Targeted In-School Support</p> <p>4 Y6 Students</p> <ul style="list-style-type: none"> - Developing teacher student/parent relationships pivotal for all - Teachers listening to needs, concerns, worries and responding with understanding - Removing barriers and setting up reasonable expectations for success e.g. how much work needs to be completed - Establishing routines for when students feel anxious e.g. quiet places to go, codes to let the teacher know
<p>External Support</p> <p>4 Y6 Students</p> <ul style="list-style-type: none"> - 1 counsellor - 1 psychotherapist - 1 diagnosis, RTLB - 1 ex-counsellor
<p>Summary of Progress</p> <p>4 Y6 Students</p>

- 1 continues to stay at school for longer periods of time during the day without parent support and participates confidently within the class programme when present.
- 1 has made friendships, uses the library as a safe space at lunchtime and has led lunchtime clubs for younger students.
- 1 is generally more calm in the classroom and compliant.
- 1 has benefited from working with external agencies to learn about their diagnosis, what it means and how to self manage.

ANGER 2021

Targeted In-School Support

- 1 Y1 Student
 - Ministry Educational psychologist support requested. TA support throughout the day in place alongside teacher coaching. Individual behaviour plan put in place.
 - Emergency Plan
 - Individual Education Plan
 - Regular parent meetings
- 1 Y3 Student
 - TA Lego Therapy
 - Sensory breaks for ADHD diagnosis
- 3 Y4 Students
 - Zones of Regulation
- 1 Y6 Student

External Support

- 1 Y1 Student
 - Educational Psychologist
 - CaMHS
 - Emergency Funding
- 1 Y3 Student
 - RTLB requested - individual behaviour plan in place. TA support in place throughout the day.
- 3 Y4 Students
 - 1 x RTLB
 - 2 x ex RTLB
- 1 Y6 Student
 - Recent diagnosis, RTLB

Summary of Progress

- 1 Y1 Student
 - Recently regressed to hurtful and harmful behaviours. Massive support systems are in place with the support of MoE.
- 1 Y3 Student
 - Regular sensory breaks throughout the day to manage ADHD

- Positive relationships set up around student to work with ODD (oppositional defiant disorder)
- 3 Y4 Students
- 1 of 3 requires careful regulation and 1-1 TA support when unregulated.
 - 2 of 3 responded well to Y4 transition and have infrequent self-manageable moments of anger outbursts
- 1 Y6 Student
- responds to calm redirection and talking through episodes systematically.
 - evidence of empathy towards others
 - less negative playground interactions
 - Worked alongside family and local G.P to access CCDHB support

Independent auditor's report

To the readers of the financial statements of Ngaio School for the year ended 31 December 2021

The Auditor-General is the auditor of Ngaio School (the School). The Auditor-General has appointed me, Andrew Steel, using the staff and resources of Moore Markhams Wellington 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 21, which comprise the statement of financial position as at 31 December 2021, and the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion, the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2021, and
 - its financial performance and its 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 (Public Sector PBE Standards RDR)

Our audit was completed on 26 May 2022. This is the date at which our opinion is expressed.

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

Basis for 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 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 school 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.

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 1, and pages 22 to 31 but does not include the financial statements, and our auditor's report thereon.

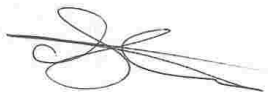
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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.



Andrew Steel | **Moore Markhams Wellington Audit**
On behalf of the Auditor-General | Wellington, New Zealand