

# NGAIO SCHOOL

## ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022



Ministry Number:	2927
Principal:	Raewyn Watson
School Address:	45 Abbott Street, Ngaio, Wellington
School Postal Address:	45 Abbott Street, Ngaio, Wellington, 6035
School Phone:	04 939 6455
School Email:	info@ngaio.school.nz
Accountant / Service Provider:	Accounting For Schools Limited

# NGAIO SCHOOL

Annual Report - For the year ended 31 December 2022

## Index

<b>Page</b>	<b>Statement</b>
-------------	------------------

	<b>Financial Statements</b>
--	-----------------------------

1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 12	Statement of Accounting Policies
13 - 21	Notes to the Financial Statements
	<b>Other Information</b>
22	Members of the Board
23	Kiwisport / Statement of Compliance with Employment Policy
	Analysis of Variance

# Ngaio School

## Statement of Responsibility

For the year ended 31 December 2022

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

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

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

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

CRAIG FAIRHALL

Full Name of Presiding Member



Signature of Presiding Member

25/5/23

Date:

Raewyn Watson

Full Name of Principal



Signature of Principal

25 May 2023

Date:

# Ngaio School

## Statement of Comprehensive Revenue and Expense For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Revenue</b>				
Government Grants	2	3,661,128	3,410,088	3,326,162
Locally Raised Funds	3	301,239	457,700	477,787
Interest income		9,465	3,000	3,733
		<u>3,971,832</u>	<u>3,870,788</u>	<u>3,807,682</u>
<b>Expenses</b>				
Locally Raised Funds	3	182,147	210,439	307,722
Learning Resources	4	2,343,153	2,578,827	2,559,298
Administration	5	212,420	219,712	206,732
Finance		1,217	1,500	1,816
Property	6	1,274,594	834,196	751,347
		<u>4,013,531</u>	<u>3,844,674</u>	<u>3,826,915</u>
<b>Net Surplus / (Deficit) for the year</b>		(41,699)	26,114	(19,233)
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u>(41,699)</u>	<u>26,114</u>	<u>(19,233)</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.

# Ngaio School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Balance at 1 January</b>	610,959	610,959	624,510
Total comprehensive revenue and expense for the year	(41,699)	26,114	(19,233)
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	-	-	5,682
<b>Equity at 31 December</b>	569,260	637,073	610,959
Accumulated comprehensive revenue and expense	569,260	637,073	610,959
<b>Equity at 31 December</b>	569,260	637,073	610,959

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 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	119,838	172,963	182,940
Accounts Receivable	8	183,176	153,000	160,198
GST Receivable		50,252	5,000	-
Prepayments		5,829	4,000	4,469
Inventories	9	395	400	395
Investments	10	374,315	370,000	368,046
Funds held for Capital Works Projects	16	23,029	-	7,657
		<u>756,834</u>	<u>705,363</u>	<u>723,705</u>
<b>Current Liabilities</b>				
GST Payable		-	-	3,727
Accounts Payable	12	342,765	199,500	194,684
Revenue Received in Advance	13	2,851	4,000	35,887
Provision for Cyclical Maintenance	14	122,040	25,000	25,000
Finance Lease Liability	15	13,429	10,000	17,534
Funds held for Capital Works Projects	16	9,651	-	116,896
		<u>490,736</u>	<u>238,500</u>	<u>393,728</u>
<b>Working Capital Surplus/(Deficit)</b>		266,098	466,863	329,977
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	377,092	358,000	446,155
		<u>377,092</u>	<u>358,000</u>	<u>446,155</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	68,650	182,790	159,980
Finance Lease Liability	15	5,280	5,000	5,193
		<u>73,930</u>	<u>187,790</u>	<u>165,173</u>
<b>Net Assets</b>		<u>569,260</u>	<u>637,073</u>	<u>610,959</u>
<b>Equity</b>		<u>569,260</u>	<u>637,073</u>	<u>610,959</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 2022

		2022	2022	2021
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		733,170	723,568	792,275
Locally Raised Funds		273,079	426,209	483,541
Goods and Services Tax (net)		(53,980)	(8,728)	38,553
Payments to Employees		(604,733)	(501,573)	(698,127)
Payments to Suppliers		(245,717)	(516,925)	(486,238)
Interest Paid		(1,217)	(1,500)	(1,816)
Interest Received		8,116	2,737	3,657
Net cash from Operating Activities		<u>108,718</u>	<u>123,788</u>	<u>131,845</u>
<b>Cash flows from Investing Activities</b>				
Purchase of PPE (and Intangibles)		(24,033)	(14,845)	(29,952)
Purchase of Investments		(374,315)	-	(36,650)
Proceeds from Sale of Investments		368,046	(1,954)	-
Net cash from Investing Activities		<u>(30,302)</u>	<u>(16,799)</u>	<u>(66,602)</u>
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	5,682
Finance Lease Payments		(18,902)	(7,727)	(18,821)
Funds on behalf of Third Parties		(122,616)	(109,239)	114,464
Net cash from Financing Activities		<u>(141,518)</u>	<u>(116,966)</u>	<u>101,325</u>
<b>Net increase/(decrease) in cash and cash equivalents</b>		<u>(63,102)</u>	<u>(9,977)</u>	<u>166,568</u>
Cash and cash equivalents at the beginning of the year	7	182,940	182,940	16,372
<b>Cash and cash equivalents at the end of the year</b>	7	<u>119,838</u>	<u>172,963</u>	<u>182,940</u>

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 2022

### 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 2022 to 31 December 2022 and in accordance with the requirements of the Education and Training Act 2020.

##### *Basis of Preparation*

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

##### *Financial Reporting Standards Applied*

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

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

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the 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 2022

#### 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. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 21b.

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

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. 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.

# Ngaio School

## Notes to the Financial Statements

### For the year ended 31 December 2022

#### 1. Statement of Accounting Policies

##### ***Other Grants where conditions exist***

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

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

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

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

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

##### **d) Operating Lease Payments**

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

##### **e) Finance Lease Payments**

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

##### **f) Cash and Cash Equivalents**

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

##### **g) Accounts Receivable**

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

##### **h) Inventories**

Inventories are consumable items held for sale and 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.

##### **i) Investments**

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

# Ngaio School

## Notes to the Financial Statements

### For the year ended 31 December 2022

#### 1. Statement of Accounting Policies

##### j) Property, Plant and Equipment

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

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

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

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

##### k) Intangible Assets

###### Software costs

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

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

# Ngaio School

## Notes to the Financial Statements

For the year ended 31 December 2022

### 1. Statement of Accounting Policies

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

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

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

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

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

#### 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.

##### *Long-term employee entitlements*

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

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

# Ngaio School

## Notes to the Financial Statements

### For the year ended 31 December 2022

#### 1. Statement of Accounting Policies

##### o) 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 students, should the School be unable to provide the services to which they relate.

##### p) Funds held for Capital works

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

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

##### q) Shared Funds

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

##### 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 is a reasonable estimate, based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

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

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

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

# Ngaio School

## Notes to the Financial Statements

For the year ended 31 December 2022

### 1. Statement of Accounting Policies

#### 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 2022

### 2. Government Grants

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Government Grants - Ministry of Education	700,774	653,563	768,950
Other Government Grants	35,339	56,525	32,805
Teachers' Salaries Grants	1,875,250	2,100,000	2,035,978
Use of Land and Buildings Grants	1,049,765	600,000	488,429
	<u>3,661,128</u>	<u>3,410,088</u>	<u>3,326,162</u>

### 3. Locally Raised Funds

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

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<b>Revenue</b>			
Donations	73,466	72,200	77,852
Fees for Extra Curricular Activities	52,239	97,000	67,926
Fundraising & Community Grants	7,887	9,500	14,717
Out of School Care	146,945	276,000	271,687
PTA	19,620	-	44,073
Trading	1,082	3,000	1,532
	<u>301,239</u>	<u>457,700</u>	<u>477,787</u>
<b>Expenses</b>			
Extra Curricular Activity Costs	47,384	10,489	63,570
Out of School Care	116,102	195,450	198,947
PTA	18,114	-	43,295
Trading	547	4,500	1,910
	<u>182,147</u>	<u>210,439</u>	<u>307,722</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>119,092</u>	<u>247,261</u>	<u>170,065</u>

### 4. Learning Resources

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	28,741	121,332	24,711
Library Resources	2,640	2,850	3,274
Employee Benefits - Salaries	2,188,233	2,289,645	2,383,204
Staff Development	15,559	62,000	25,888
Depreciation	107,980	103,000	122,221
	<u>2,343,153</u>	<u>2,578,827</u>	<u>2,559,298</u>

# Ngaio School

## Notes to the Financial Statements

For the year ended 31 December 2022

### 5. Administration

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	7,051	7,051	6,846
Board of Trustees Fees	3,625	3,065	4,290
Board of Trustees Expenses	6,201	4,000	6,291
Communication	2,863	2,000	2,370
Consumables	24,258	11,400	27,525
Other	10,963	46,700	13,089
Employee Benefits - Salaries	143,340	125,206	124,202
Insurance	4,180	10,000	11,829
Service Providers, Contractors and Consultancy	9,939	10,290	10,290
	<u>212,420</u>	<u>219,712</u>	<u>206,732</u>

### 6. Property

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	18,849	18,236	15,961
Consultancy and Contract Services	95,821	100,000	112,845
Cyclical Maintenance Provision	5,710	22,810	22,810
Grounds	21,699	23,000	27,845
Heat, Light and Water	32,537	25,500	22,593
Rates	4,545	150	4,680
Repairs and Maintenance	8,344	13,500	18,372
Use of Land and Buildings	1,049,765	600,000	488,429
Security	9,679	4,000	10,445
Employee Benefits - Salaries	27,645	27,000	27,367
	<u>1,274,594</u>	<u>834,196</u>	<u>751,347</u>

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

### 7. Cash and Cash Equivalents

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Current Account	119,388	172,963	182,936
Bank Call Account	450	-	4
Cash and cash equivalents for Cash Flow Statement	<u>119,838</u>	<u>172,963</u>	<u>182,940</u>

Of the \$119,838 Cash and Cash Equivalents, \$9,651 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2023 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 2022

#### 8. Accounts Receivable

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	1,519	2,000	3,578
Receivables from the Ministry of Education	12,423	-	12,298
Interest Receivable	2,086	1,000	737
Teacher Salaries Grant Receivable	167,148	150,000	143,585
	<u>183,176</u>	<u>153,000</u>	<u>160,198</u>
Receivables from Exchange Transactions	3,605	3,000	4,315
Receivables from Non-Exchange Transactions	179,571	150,000	155,883
	<u>183,176</u>	<u>153,000</u>	<u>160,198</u>

#### 9. Inventories

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	395	400	395
	<u>395</u>	<u>400</u>	<u>395</u>

#### 10. Investments

The School's investment activities are classified as follows:

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	374,315	370,000	368,046
Total Investments	<u>374,315</u>	<u>370,000</u>	<u>368,046</u>

# Ngaio School

## Notes to the Financial Statements

### For the year ended 31 December 2022

#### 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Building Improvements	258,017	-	-	-	(43,760)	214,257
Furniture and Equipment	110,169	5,397	-	-	(24,235)	91,331
Information Technology	36,182	11,310	-	-	(19,236)	28,256
Leased Assets	20,879	14,883	-	-	(17,601)	18,161
Library Resources	20,908	7,327	-	-	(3,148)	25,087
<b>Balance at 31 December 2022</b>	<b>446,155</b>	<b>38,917</b>	<b>-</b>	<b>-</b>	<b>(107,980)</b>	<b>377,092</b>

The net carrying value of equipment held under a finance lease is \$18,161 (2021: \$20,879).

	2022	2022	2022	2021	2021	2021
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	911,787	(697,530)	214,257	911,787	(653,770)	258,017
Furniture and Equipment	492,923	(401,592)	91,331	487,526	(377,357)	110,169
Information Technology	323,476	(295,220)	28,256	312,166	(275,984)	36,182
Leased Assets	68,052	(49,891)	18,161	95,407	(74,528)	20,879
Library Resources	97,186	(72,099)	25,087	89,860	(68,952)	20,908
<b>Balance at 31 December</b>	<b>1,893,424</b>	<b>(1,516,332)</b>	<b>377,092</b>	<b>1,896,746</b>	<b>(1,450,591)</b>	<b>446,155</b>

#### 12. Accounts Payable

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	148,399	30,000	31,031
Accruals	7,051	7,000	6,846
Employee Entitlements - Salaries	176,395	150,000	143,585
Employee Entitlements - Leave Accrual	10,920	12,500	13,222
	<b>342,765</b>	<b>199,500</b>	<b>194,684</b>
Payables for Exchange Transactions	342,765	199,500	194,684
	<b>342,765</b>	<b>199,500</b>	<b>194,684</b>

The carrying value of payables approximates their fair value.

**Ngaio School**  
Notes to the Financial Statements  
For the year ended 31 December 2022

**13. Revenue Received in Advance**

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Grants in Advance	2,851	4,000	13,631
Other Revenue in Advance	-	-	22,256
	<u>2,851</u>	<u>4,000</u>	<u>35,887</u>

**14. Provision for Cyclical Maintenance**

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	184,980	184,980	162,170
Increase/ (decrease) to the Provision During the Year	5,710	22,810	22,810
Provision at the End of the Year	<u>190,690</u>	<u>207,790</u>	<u>184,980</u>
Cyclical Maintenance - Current	122,040	25,000	25,000
Cyclical Maintenance - Non Current	68,650	182,790	159,980
	<u>190,690</u>	<u>207,790</u>	<u>184,980</u>

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2023. This plan is based on the schools 10 Year Property plan.

**15. Finance Lease Liability**

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

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	14,646	10,000	18,369
Later than One Year and no Later than Five Years	6,632	5,000	5,408
Future Finance Charges	(2,569)	-	(1,050)
	<u>18,709</u>	<u>15,000</u>	<u>22,727</u>
<b>Represented by</b>			
Finance Lease Liability - Current	13,429	10,000	17,534
Finance Lease Liability - Non Current	5,280	5,000	5,193
	<u>18,709</u>	<u>15,000</u>	<u>22,727</u>

# Ngaio School

## Notes to the Financial Statements

For the year ended 31 December 2022

### 16. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 7.

	2022	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
DQLS ILE Block B	<i>in progress</i>	20,185	241,690	(278,228)	-	(16,353)
Stormwater Drains	<i>in progress</i>	3,976	20,775	(15,100)	-	9,651
Fencing Remediation	<i>Completed</i>	29,990	(32,000)	-	2,010	-
Stairs - Driveway to Court	<i>Completed</i>	(7,657)	7,657	-	-	-
Turf Replacement	<i>in progress</i>	62,745	-	(69,421)	-	(6,676)
<b>Totals</b>		<b>109,239</b>	<b>238,122</b>	<b>(362,749)</b>	<b>2,010</b>	<b>(13,378)</b>

#### Represented by:

Funds Held on Behalf of the Ministry of Education	9,651
Funds Due from the Ministry of Education	(23,029)
	<b>(13,378)</b>

	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
<b>Totals</b>		<b>(5,225)</b>	<b>201,634</b>	<b>(88,970)</b>	<b>1,890</b>	<b>109,239</b>

#### Represented by:

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

### 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 2022

#### 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.

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	3,625	4,290
<i>Leadership Team</i>		
Remuneration	292,825	289,024
Full-time equivalent members	2.00	2.00
Total key management personnel remuneration	296,450	293,314

There are 6 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:

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150 - 160	150 - 160
Benefits and Other Emoluments	25 - 26	24 - 25

##### Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 - 110	3	2
	3	2

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:

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

# Ngaio School

## Notes to the Financial Statements

### For the year ended 31 December 2022

#### 20. Contingencies

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

In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2022. The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2022. Even though the payment is probable, the amount to be received is not known with a high level of certainty. The School has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2023.

Holidays Act Compliance – schools payroll

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

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

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

#### 21. Commitments

##### (a) Capital Commitments

As at 31 December 2022 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. To date \$29,508 has been received and \$19,857 spent.
  - (ii) To upgrade buildings at a total cost of \$359,600, which is fully funded by the Ministry. To date \$287,640 has been received and \$303,993 spent.
  - (iii) To replace the turf at a total cost of \$75,319, which is fully funded by the Ministry. To date \$67,765 has been received and \$74,441 spent.
- (Capital commitments at 31 December 2021: \$473,395, with \$80,760 spent to date)

##### (b) Operating Commitments

As at 31 December 2022 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2021: \$nil)

# Ngaio School

## Notes to the Financial Statements

For the year ended 31 December 2022

### 22. Financial Instruments

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

#### Financial assets measured at amortised cost

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Cash and Cash Equivalents	119,838	172,963	182,940
Receivables	183,176	153,000	160,198
Investments - Term Deposits	374,315	370,000	368,046
Total Financial assets measured at amortised cost	<u>677,329</u>	<u>695,963</u>	<u>711,184</u>

#### Financial liabilities measured at amortised cost

Payables	342,765	199,500	194,684
Finance Leases	18,709	15,000	22,727
Total Financial Liabilities Measured at Amortised Cost	<u>361,474</u>	<u>214,500</u>	<u>217,411</u>

### 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 2022

<b>Name</b>	<b>Position</b>	<b>How position on Board gained</b>	<b>Term expired/expires</b>
Craig Fairhall	Presiding Member	Elected September 2022	September 2025
Estelle Jaine	Presiding Member	Elected	September 2022
Raewyn Watson	Principal	Appointed	
Emma Andrews	Parent Rep	Elected September 2022	September 2025
Dan Byrne	Staff Rep	Re-elected September 2022	September 2025
Clinton Geeves	Parent Rep	Elected	September 2022
Christian Hawkesby	Parent Rep	Elected	September 2022
Rachael Manttan	Parent Rep	Elected September 2022	September 2025
Daniel Mumford	Parent Rep	Elected September 2022	September 2025
Mark Palmer	Parent Rep	Elected	September 2022
Sarah Sims	Parent Rep	Elected	September 2022
Joe Winton	Parent Rep	Elected September 2022	September 2025



# **NGAIO SCHOOL**

## **Kiwisport / Statement of Compliance with Employment Policy For the year ended 31 December 2022**

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

In 2022 the School received total Kiwisport funding of \$5,747 excluding GST (2021: \$5,923).

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.

### **Statement of Compliance with Employment Policy**

For the year ended 31 December 2022 Ngaio School Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspect of their employment
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contract of all staff employed by the Board.
- Ensures all employees and applicants for employments are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.

# Independent auditor's report

## To the readers of the financial statements of Ngaio School for the year ended 31 December 2022

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 2022, 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 2022, 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 25 May 2023. This is the date at which our opinion is expressed.

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

### Basis for 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 22 to 23 and pages 27 onwards onwards 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



# Ngaio School

---

Next review: Term 2 2024

## Employer Responsibility Policy

*We recognise that by providing staff with optimum working conditions, adequate resources, effective ongoing training, career opportunities, and encouragement, we will foster staff wellbeing and promote high levels of performance.*

Ngaio School board acts as a good employer and takes all reasonable steps to build working relationships based on trust, confidence, and good faith. The board treats employees fairly and properly in all aspects of their employment as required by the Public Service Act 2020, and complies with legislation on employment and personnel matters. The board complies with the conditions contained in employment contracts for teaching and non-teaching staff.

The board ensures strong leadership by recognising the principal as the school's educational leader, the chief executive, and an employee of the board. The board:

- appoints the principal, through the **appointment committee**
- **appraises the principal**
- works transparently and positively with the principal
- ensures delegations to the principal are robust and regularly reviewed.

The board meets reporting and administrative requirements by:

- referring to the school's **Equal Employment Opportunities** policy in its annual report on the extent of its compliance as a good employer
- ensuring that systems are in place for keeping **employee files** safe and secure.

### Support for school employees

The board:

- takes all steps, so far as is reasonably practicable, to meet its **primary duty of care** obligations to ensure good and safe working conditions for employees and responds to all reasonable concerns and requests made by employees
- considers staff **health and wellbeing (hauora)** and work-life balance, and will consider applications for **flexible working arrangements**
- ensures that all employees maintain proper standards of **integrity and conduct**, and a concern for the **safety and wellbeing of students, colleagues**, and public interest
- promotes high levels of staff performance through:
  - **performance management** and **professional development** (including budgeting for training and development programmes intended to enhance the abilities of individual employees)
  - acknowledgement of staff achievements
  - **salary units** and **classroom release time**.
- deals effectively and fairly with any concerns through the **concerns and complaints** and **protected disclosure** procedures.

### Recruitment and appointments

The board delegates the recruitment and appointment process to the principal and senior management but may be represented in **appointment committees**. The board and delegate(s) endeavour to appoint appropriately trained and qualified staff to all teaching and non-teaching positions, and to find the best person for the position.

### Student wellbeing and safety

The board recognises the need to ensure the safety of students and mitigates students being placed at risk by the actions of employees, through:

- proactive policies, procedures, and actions related to **student wellbeing and safety**
- robust recruitment (including **reference checking**), **appointment**, and induction processes, including complying with the Children's Act 2014
- **annual reports** from the principal on the registration, certification, attestation, and police vetting of staff, and reports on appointments and any support provided to teachers
- information, in committee, from the principal regarding **concerns and complaints** raised about staff, and the actions taken
- compliance with the **mandatory reporting requirements** to the Teaching Council under the Education and Training Act 2020 regarding staff dismissals, resignations, complaints, serious misconduct, and competence.

---

### Legislation

- Public Service Act 2020
- Human Rights Act 1993
- Education and Training Act 2020
- Privacy Act 2020
- Children's Act 2014
- Health and Safety at Work Act 2015
- Employment Relations Act 2000
- Employment Relations Amendment Act 2018

**Release history: Term 3 2022, Term 3 2020, Term 3 2019, Term 3 2017**

#### IN THIS SECTION

**Appointment Procedure**

**Employment**

**Safety Checking**

**Classroom Release Time (CRT)**

**Concerns and Complaints**

**Personal Grievance**

**Defamation**

**Media**

**Performance Management**

**Professional Development**

**Protected Disclosure**

**Provisionally Certificated Teachers (PCTs)**

**Staff Exit Interviews/Surveys****Staff Conduct****Staff Leave****Student Teachers (Teacher Trainees/Teacher Interns/Pre-Service Teachers)****Teacher Registration, Certification, and Police Vetting****Vetting Requirements**

<i>Last scheduled review</i>	<i>Term 2 2020</i>
<i>Last internal review</i>	<i>Term 2 2020</i>
<i>Topic type</i>	<i>Generic</i>



# Ngaio School

---

Next review: Term 2 2024

## Equal Employment Opportunities

The Equal Employment Opportunities policy ensures that all employees and applicants for employment are treated according to their skills, qualifications, abilities, and aptitudes, without **► bias or discrimination**. All schools are required by the Public Service Act to be “good employers”, that is:

- to maintain, and comply with their school's Equal Employment Opportunities policy, and
- to include in the annual report a summary of the year's compliance.

To achieve this, the board:

- appoints a member to be the EEO officer – this role may be taken by the principal
- shows commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development
- selects the person most suited to the position in terms of skills, experience, qualifications, and aptitude
- recognises the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups
- ensures that employment and personnel practices are fair and free of any bias.

---

The principal assures the board that the school complies with the Equal Employment Opportunities (EEO) policy and that a statement on EEO is included in the annual report (including any issues from the previous year). See **Self-Review and Board Assurances**.

---

---

### Legislation

- Public Service Act 2020
- Human Rights Act 1993

**Release history: Term 4 2022, Term 4 2020**

---

*Last scheduled review*

---

*Last internal review* Term 3, 2020

---

*Topic type* Core Generic

---





<b>School Name:</b>	Ngaio School
<b>School Number:</b>	2927

<b>Strategic Aim:</b>	<b>Our Learners:</b> Creating inspiring and meaningful pathways for learning.
<b>Annual Aim:</b>	<b>Initiative 1:</b> Provide rich learning experiences and personalised pathways to engage students' and ensure their learning needs are catered for.
<b>Target:</b>	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 2022

<b>No. of Students</b>	Number of focus students 2022: Year 2: 19; Year 3: 5 ; Year 4: 7 ; Year 5: 1 ; Year 6: 1
------------------------	--

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <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.</p> <p>Monitoring of Focus Learners occurred regularly at team meetings. Teachers shared progress for each learner in syndicate discussions. Together they developed next steps, strategies and approaches to improve achievement.</p> <p>Senior leaders monitored progress from teacher's observation notes, syndicate discussions and ongoing assessment. Twice a term and more frequently for some,</p>	<p>33 students were identified as Focus Learners in <b>reading</b> for 2022:</p> <p>17 made accelerated progress, with 12 reaching the end of year expectation.</p> <p>16 made a small amount of progress and will continue to be supported to find a successful pathway for their learning</p>	<p>Ongoing commitment to recording detailed learning journeys via ETap to develop a 'puzzle of practice' for each Focus Learner.</p> <p>Robust moderation of OTJs using our new OTJ tracking system designed to build in multiple layers of discussion and analysis of data.</p> <p>Teacher Aides specifically trained to target needs e.g. LLE, Quick 60, Early Words worked in conjunction with the classroom teacher to support learning needs.</p>	<p>Year 1 and 2 teachers are participating in the Better Start Literacy Approach Training commencing in Term 1. This will provide a new direction for learning, teaching and assessment of literacy.</p> <p>Consideration will be given to whether we transition from using the standardised Observation Survey of Early Literacy Achievement (Six Year Net) to BSLA assessments.</p>

progress updates were added to ETap to add to each focus learner's story.

The leadership team, SENCO, and team leaders regularly monitored, reviewed and discussed focus learner progress and interventions.

A Literacy Support teacher continued to work with focus learners and others requiring additional targeted teaching.

Several teachers attended Phonics PLD led by Yolanda Soryl. Using PTA funding we purchased Phonics Kits for across the school.

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.

Literacy Support teacher is approachable and shares successes with classroom teachers to prompt changes to targeted teaching within the classroom programme.

Past Writing PLD initiatives are evidenced in classrooms by consistencies in practice e.g. writer walls.

Referring to external agencies for advice, support and funding.

Well-resourced library with supportive librarians prompting a culture of reading across the school.

Our Literacy Leader will continue to lead best practice in integrating specific teaching of Phonics in literacy programmes.

Reading Recovery will continue for two students and will stop at the end of Term 1.

Continue to embed consistent literacy practices across the school.

**PROGRESS**  
**The following tables use CLEAN DATA to show progress (students present in 2021 and 2022)**

	Year 2		Year 3		Year 4		Year 5		Year 6	
	Progressed into a new level	Progressed across more than one level (Accelerated Progress)	Progressed into a new level	Progressed across more than one level (Accelerated Progress)	Progressed into a new level	Progressed across more than one level (Accelerated Progress)	Progressed into a new level	Progressed across more than one level (Accelerated Progress)	Progressed into a new level	Progressed across more than one level (Accelerated Progress)
Within Expectation		10		2						
Developing	2	5	1		3	4	1			
Additional Support Required	2		1	1					1	

**Planning for next year:**

Students below expectation will remain on the Focus Learner roll for 2023.

Consider the role of the Observation Survey of Early Literacy Achievement (Six Year Net) once BSLA is established.

Continue to support teachers to analyse STAR, e-asTTle and Phonics assessments and use the information to inform teaching.

Increase teacher understanding of the Phonics Kits to support Literacy teaching and learning. Phonics investigation and implementation to continue across the middle and senior school.

BSLA (Better Start Literacy) training of teachers in the junior school. Target Literacy Support Teacher time to assist with specific identified needs.

Continue to use PLGs for collaboration and moderation across the school.

# WRITING 2022

No. of Students		Number of focus students 2022: Year 2: 7; Year 3: 2; Year 4: 11; Year 5: 7; Year 6: 1	
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 developed next steps, strategies and approaches to improve achievement. Senior leaders monitor progress from teachers 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>PLGs remained in place for the purpose of collaboration and moderation across the school.</p>	<p>28 students were identified as Focus Learners in <b>writing</b> for 2022:</p> <ul style="list-style-type: none"> <li>13 students made accelerated progress, with 11 reaching the end of year expectation for their year group.</li> <li>3 who were close to expectation made the necessary progress to reach this goal.</li> <li>12 made some progress, but did not meet expectation and will continue to be supported to find a successful pathway for their learning.</li> </ul>	<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>Robust moderation of OTJs with layers of discussion and analysis of data remained a priority.</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>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>Assistive technology available for some students.</p> <p>Yolanda Soryl PLD led by Literacy Leader.</p>	<p>Continue to ensure literacy shared expectations are embedded across the school.</p> <p>Remain open to new initiatives and continue to connect within our Kahui Ako.</p> <p>Monitor and reflect on the introduction of BSLA.</p> <p>Consider what learnings from BSLA and Phonics we want to explore further.</p>

**PROGRESS**

The following tables use CLEAN DATA to show progress (students present in 2021 and 2022)

	Year 2		Year 3		Year 4		Year 5		Year 6
	Progressed within a Level	Progressed into a new level	Progressed into a new level	Progressed across more than one level (Accelerated Progress)	Progressed into a new level	Progressed across more than one level (Accelerated Progress)	Progressed into a new level	Progressed across more than one level (Accelerated Progress)	Progressed across more than one level (Accelerated Progress)
Within Expectation		3		1		6		4	
Developing	3		1	1	3		3		1
Additional Support Required					2				

**Planning for next year:**

Refer to 'Where to Next' column.  
 BSLA training (junior school). Phonics investigation and implementation.  
 Continue to track and monitor all students with a particular focus on those below expectation or on the cusp of expectation.  
 Continue to embed consistent school-wide literacy expectations and practices e.g. writers' walls

**MATHEMATICS 2022**

No. of Students	Year 2: 5;	Year 3: 5;	Year 4: 10;	Year 5: 8;	Year 6: 6
<b>Actions</b> <i>What did we do?</i>	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 occurred regularly at team meetings. Teachers				
<b>Outcomes</b> <i>What happened?</i>	34 students were identified as Focus Learners in <b>mathematics</b> for 2022: 13 students made accelerated progress, with 12 reaching the end of year expectation for their year group. 21 made some progress, but did not meet expectation and will continue to be				
<b>Reasons for the variance</b> <i>Why did it happen?</i>	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				
<b>Evaluation</b> <i>Where to next?</i>	We have 120 hours of Maths PLD with Cognition to continue our journey. These hours will be used to: Further shift our assessment practices to align with our improved classroom pedagogy, we now need teachers to develop skills in:				

<p>shared progress for each learner as part of syndicate meeting discussions. Together they developed next steps, strategies and approaches to improve achievement. Senior leaders monitored progress from the teacher's observation notes, syndicate discussions 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>We had 200 hours of MoE funded PLD Curriculum &amp; Assessment: Mathematics. Our PLD journey continues in 2023 with an additional 120 hours.</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>supported to find a successful pathway for their learning.</p>	<p>of this into their own programmes.</p> <p>SPRING into Maths 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>- strengthening students ability to self and peer assess</p> <p>- supporting students with goal setting</p> <p>- developing systems to track and monitor achievement data, progress shifts and dispositional data</p> <p>We also need teachers to improve on:</p> <ul style="list-style-type: none"> <li>- building content and progressions, and making learning visible</li> <li>- their collaborative planning where they are able to describe what evidence of learning will look like</li> </ul> <p>Our teachers still want to unpack misconceptions around best assessment practice. They want certainty about planning a whole year's programme.</p> <p>We have established a maths team to drive the PLD and plan for sustainability of new learning.</p> <p>The ALiM teaching model continues in Y5/6.</p> <p>SPRING into Maths 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>		
---	---	---	---	--	--

**The following table uses CLEAN DATA to show progress (students present in 2021 and 2022)**

	Year 2		Year 3		Year 4		Year 5		Year 6	
	Progressed into a new level	Progressed across more than one level (Accelerated Progress)	Progressed within a Level	Progressed into a new level	Progressed across more than one level (Accelerated Progress)	Progressed into a new level	Progressed within a Level	Progressed into a new level	Progressed across more than one level (Accelerated Progress)	Progressed into a new level
Within Expectation		2		1		4		1		4
Developing	2		3		6		5	1	2	
Additional Support Required	1		1				1			

**Planning for next year:**

We will continue our work through a successful application for PLD; ‘Curriculum & Assessment’ with Cognition Education with a particular lens on mathematics. This continues into 2023. Areas of focus for this includes: assessment for learning, content and tracking of programmes.

We have three ALiM trained teachers. Two teachers will continue with the programme in 2023.

**FRIENDSHIPS 2022**

Year 2: 1, Year 3: 1, Year 4: 2, Year 6: 2

5 students in this group have formed friendships and are being supported to maintain them. 1 is happy in the playground. Supports in place have included: Lego with TA to help build friendship connections

**ANXIETY 2022**

Year 2: 3; Year 3: 2; Year 4: 4; Year 5: 3; Year 6: 1

12 of this group are reported anecdotally to be participating well in the classroom with little evidence of anxious behaviours. Supports have included the broad range of Wellbeing resources, Circle Time and forming strong relationships. 1 remains of concern and we are continuing to monitor within the classroom and playground setting. Our SENCo is involved with supporting this student, alongside classroom teachers and parents.

# Ngaio School Annual Plan 2022

## Analysis of Variance

### OUR LEARNERS: Create inspiring and meaningful pathways for learning

**Supporting Statement:** We provide a wide range of experiences and opportunities for all our students to unlock their potential and foster a culture of lifelong learning.

**Success:** Students are engaged and learning through a rich curriculum, thinking deeply, critically and logically and always strive to be better than before.

**INITIATIVE 1: Provide rich learning experiences and pathways to engage students and ensure their wellbeing and learning needs are catered for.**

**Outcome 1: Increased engagement in mathematics resulting in an improvement in achievement & individual progress in mathematics.**

**GOAL ACHIEVED**

As a result of our recent PLD teachers worked to understand and implement current research about teaching, learning and assessment in mathematics. We saw shifts in teachers:

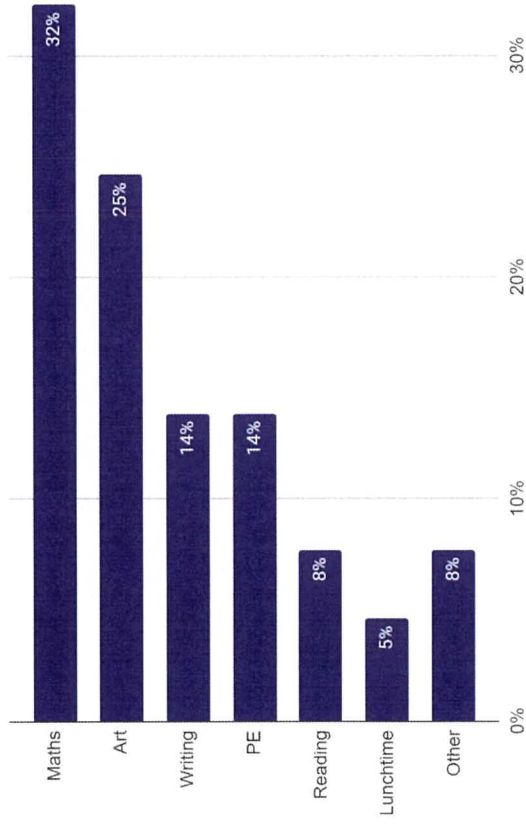
- knowledge of content and progressions
- use of learning walls to make learning visible
- goal-setting & task selection linked to big ideas

In terms 1 and 3 2022 students in Years 3-6 completed a *Maths & Me Survey* to help determine information about students' Engagement and Dispositional Thinking in Mathematics. The survey was derived from an ALiM (Accelerated Learning in Mathematics) survey. It comprised questions around: Perseverance, Confidence, Strategies for Problem Solving, Thinking & Vocabulary and in Maths Discussions. Results showed up to 12% positive increase in students' responses from term 1 2022. The survey indicated higher levels of student engagement and enthusiasm for learning maths. Teachers noticed greater participation and willingness to talk and take risks in learning.

Teachers noticed increased engagement, active participation and more 'quality learning talk' amongst learners. Teachers are planning high interest lessons that are pitched to allow access for all with low entry points and high level extension.

A large number of year 6 taura put maths as their favourite subject in the Y6 yearbook. 21 out of the 65 kids said maths was their favourite.

Y6 leavers 2022, favourite subject according to yearbook questionnaire

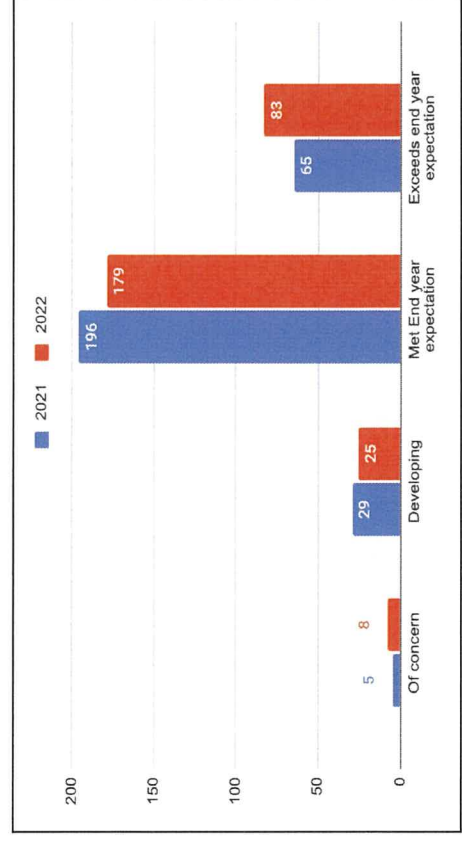


Note: Percentages won't add to 100% as a couple of people listed multiple subjects as their favourite.

More students exceeded expectations, as shown in the clean data table below. 57 students made accelerated progress from end 2021 to end 2022 to make accelerated shifts in their learning.

Mathematics will continue to be a focus in 2023 with additional PLD hours and the NZ Curriculum Refresh. Our mathematics PLD is in line with the NZ Curriculum Refresh expectations.

**MATHEMATICS OVERALL SCHOOL COMPARISON 2021 TO 2022**  
 - clean data - Clean data only includes students who had end-year data recorded for them in 2021. (Comparing the same group of children from 2021 to 2022)





### **Outcome 2: Continue to embed and improve writing**

**GOAL ACHIEVED**

Our school-wide writing expectations are shared at the beginning of each year with all staff. This is a valuable way of ensuring high expectations and gaining consistency in the delivery of our writing programmes.

Professional Learning Groups (PLGs) made up of teachers from across syndicates remained in place as a way of sharing practice and broadening teacher understanding of writing at different levels. Moderating writing samples in PLGs has proven to lift consistency of the marking and moderating process.

Conversations within syndicates about writing focused on maintaining quality teaching and learning with teachers collaborating to identify next learning steps and sharing teaching strategies to meet them. Teachers worked together to discuss the progress of Focus Learners and how best to accelerate their learning. At times this included observing each other teach to help inform best practice.

In 2023 the following extension writing opportunities and initiatives will continue:

- Tūi extension writing group
- Published work on display within classrooms, library, Seesaw...
- Extension spelling and vocabulary
- Encouraging student agency
- Differentiated expectations and tasks
- Writing competitions

By the end of 2022, 139 taura had made accelerated progress in their writing, with 31 of them exceeding curriculum expectation. In total 87 (23.5%) taura exceeded the end of year expectation compared to 38 (9%) the previous year. The 5 taura in the 'Of Concern' category at the end of 2022 did make progress, moving into another level, but not enough to shift into the 'Developing' category. 6 taura in the 'Developing' category only made a small amount of progress and will continue to be challenged to make bigger shifts in their progress.

*As a core subject, writing will continue to be a focus area for teaching and learning. Particular attention will be paid to making a difference for those taura in the 'Of Concern' and 'Developing' categories.*

### **Outcome 3: Continue to enhance student wellbeing**

**GOAL ACHIEVED**

We placed significant time into embedding our ROCKET values (Resilience, Open-Minded, Curious, Kind, Empathetic, Trustworthy) as evidenced in our Student Wellbeing Survey that indicated our school values are having a positive impact.

Four questions relating to the values had over 80% of students responding positively. These questions specifically related to behaviour, treating others with kindness, values and getting on with others from different cultures. One question in the Student Wellbeing Survey particularly shone out 'It's ok to be different' had 94% of students responding positively.

In comparison with 2021, our overall results improved for every question relating to bullying, teasing and hurting.

The section "How we treat others and strategies to help yourself" received a wider spread of results than other sections and were similar to the previous year's responses, indicating a need for continued focus. While overall the results in this section were not of significant concern, they did raise questions about how we can

improve the repertoire of strategies students have for treating and dealing with others. While incidents of bullying or teasing were relatively low, students' confidence and ability to address these requires our support. We need to empower our students with strategies for knowing what to do. This includes providing them with language and phrases for talking to other students and accessing the right help from teachers.

*Although this goal was achieved, in that we have continued to enhance student wellbeing, it is an area than needs to be continue to be important in 2023:*

- ❖ *We will continue to work on maximising syndicate and whole school opportunities to build belonging, safety and celebration e.g. regular hui, beginning of year picnic, parent helpers, Matariki...*
- ❖ *Teachers will be working with facilitators to introduce Positive Behaviour for Learning (PB4L) into Ngaio School. This will directly support teachers to effectively teach positive behaviour along with creating safe, caring environments to foster positive behaviour. Arguably this is in place, however we are hoping to build a shared understanding of what this looks like across our school and all be working from the one collective shared philosophy of PB4L.*

**Outcome 4: The ROCKET Values will be linked more as a way of recognising and supporting wellbeing and achievement.**

**GOAL ACHIEVED**

ROCKET Values are evident across the school in all our ways of working. These will provide a good foundation for our upcoming PB4L PLD. During 2023 we will continue to embed the ROCKET Values across learning, behaviour, wellbeing and achievement.

**USE OF ROCKET VALUES**

	Pōhutukawa	Kākāpō	Tūi
<b>Reports</b>	The ROCKET values are referred to and examples written about in general comments of reports.	The ROCKET values are referred to and examples written about in general comments of reports.	The ROCKET values are referred to and examples written about in general comments of reports.
<b>Recognising achievement</b>	We use ROCKET values as the base for our certificates given out during our fortnightly syndicate hui.	We use ROCKET values as the base for our certificates given out during our fortnightly syndicate hui.	We use ROCKET values as the base for our certificates given out during our fortnightly syndicate hui.
<b>Inquiry (Topic)</b>	Term 1 completed a unit focus on ROCKET values and we refer to ROCKET values most days in relation to behaviours and expectations for managing self, friendships and positive behaviour plans.	ROCKET values most days in relation to behaviours and expectations for managing self, friendships and positive behaviour plans.	I am a force - ROCKET values reinforced while working with new people and teachers. I am a mathematician - ROCKET values. Children learning new skills and taking risks with problem solving in new groups.
<b>Behaviour management</b>	This is our core for all behaviour regulation skills and expectations. Great when on duty and we can refer to the specific aspect of the ROCKET values no matter the age or area of the school.	Consistent language across the syndicate and school ROCKET values used to underpin positive behaviour	Tui tokens reinforce behaviour and are announced as a team. We have been doing house colours too. So all seniors know which house they are in. Resilience notes are read out in the morning in a class to share.

				Kindness post-its are shared after play in classes that are reinforcing the values.
<b>Awards</b>	We use ROCKET values as the base for our certificates given out during our fortnightly syndicate hui.	We use ROCKET values as the base for our certificates given out during our fortnightly syndicate hui.	We use ROCKET values as the base for our certificates given out during our fortnightly syndicate hui.	We use ROCKET values as the base for our certificates given out during our fortnightly syndicate hui.
<b>Other</b>	Every class has a ROCKET display in class which the students can refer to and it is a visual prompt for everyday and every behaviour expectation.	ROCKET display in Hallway and Hub	Classes have a ROCKET of the day and children are selected that show the ROCKET value to have extra rewards the following day (sit on a seat, go first to play, do messages, choose a class game etc).	

**INITIATIVE 2: Create a positive learning culture by embedding our school values, including through peer mediation, a school house system and positive behaviour management systems.**

**Outcome 1: The school house system is valued as a way of building relationships across the school.**

It was a tricky year with COVID-19 restrictions. Many school-wide events were held in syndicates instead of Houses to limit cross-grouping across the wider school e.g. Little Heart Appeal, Movin' March, Fancy Feet Friday, Scavenger Hunt and PTA sausage sizzle, Pink Shirt day, Wheels Day. Since these events were schoolwide, there was still a sense of unity. We had a Matariki evening for families and our Kapa Haka group performed at Johnsonville Mall. School Cross Country and Athletics Day were able to be held with spectators.

Tūi syndicate developed a Tūi House token system linked to positive behaviour and successes. A fortnightly draw to award the winning House with 10 minutes of free play was set up as an incentive.

In term 4 Peer Mediators for 2023 were selected and trained. Houses met as part of Book Character Dress Up Day. For many students it was the first time they'd met face-to-face with their House.

*House events have been planned for 2023 to align with our I am a... topics and wider school events e.g. Matariki or Pink Shirt day.*

**GOAL MOSTLY ACHIEVED**

**INITIATIVE 3: Create school-wide procedures for the effective use of digital technology to support learning.**

**Outcome 1: The digital technology curriculum is fully implemented across the school by confident and knowledgeable teachers.**

The survey on teachers to check engagement with the digital curriculum was completed. The results of the survey indicated that teachers felt they had a good understanding of the digital curriculum and that they were supported in implementing the curriculum through the previously created Ngaio School digital programme. The survey also indicated that all teachers were teaching digital technology as part of their classroom programme.

**GOAL MOSTLY ACHIEVED**

Some next steps were identified from the results of the survey. Teachers indicated that having MacAttackers (senior student helpers) in the classroom for regularly scheduled help sessions was beneficial. Due to covid restrictions these sessions were unable to go ahead and teachers indicated that once the risk had passed they would like these sessions to be reinstated.

Teachers also indicated that they had gained a lot of knowledge and practical skills from the in class sessions with a digital PD provider, however all teachers noted the lack of functioning devices was hindering their digital technology teaching. Lastly teachers indicated the need to reinforce cyber safety lessons, and it was agreed to look at changing the cyber safety programme for the following year. All new staff were inducted as per the procedure.

### **Outcome 2: Students are confident and knowledgeable about digital systems**

**GOAL PARTIALLY ACHIEVED**

A survey on students was also completed. The results from across the whole school indicated that students enjoyed their digital technology lessons and that they had had experience using a range of applications and technologies.

One of the biggest barriers the students in the middle and senior school described was lacking typing skills. Children who need additional typing support to help them access devices and the digital curriculum have been identified from the survey. The other next step was around increasing digital fluency, with students needing to practise uploading documents, saving documents, sharing documents etc. and also the mechanics of using a device, such as plugging in headphones and changing the volume etc.

### **Outcome 3: Continue to improve the school's stock of devices**

**GOAL PARTIALLY ACHIEVED**

The Digital Leader updated the device stocktake and prepared an updated proposal to the board requesting an additional \$10k for devices. The already approved \$10k was used to purchase out of lease Macbooks and the remainder for a small number of iPads. No further funds were released in 2022. Devices that were bought in 2022 were up to date in terms of their software level and were physically in great quality. The iPads that were purchased were placed in strong and sturdy cases to protect them from the rigours of school life. Devices that could no longer be used to teach the digital curriculum meaningfully were removed from the pool of devices. An initial cull of unused apps for the iPads was completed in order to make using the iPads more efficient and free up some memory space and battery life. However this will need to be looked at again next year.

*This outcome will continue into 2023 when an updated analysis and proposal will be prepared and presented to the Board.*

## **INITIATIVE 4: Foster the identity, language, culture and uniqueness of all students to ensure they have a sense of belonging and reach their full potential.**

**Outcome 1: Students are engaged in a rich, engaging culturally-competent curriculum that recognises their personal identity and culture.**

**GOAL MOSTLY ACHIEVED**

Kapa Haka sessions were held every Monday morning with Hemi Prime in years 3 to 6. Weekly Kapa Haka for years 1 and 2 was run by a teacher with specific skills in te reo Māori and music.

A Culture and Arts Annual Plan team was established with a job description to support the leader in this mahi. Several members of this Annual Plan Team were also in the Kāhui Ako Challenge #1 - Cultural Belonging and Identity group.

All syndicates performed at the Matariki Festival. A number of Tūi students performed at Johnsonville Mall for Matariki. The Kapa Haka group performed at the St Brigids' Festival.

A full school whakatau to welcome new students and whānau into our school was held in term 4. Prior to Covid-19 whakatau were held at the beginning of every term.

Integration of traditional Māori instruments like the kōauau (flute) and waiata were woven into I am a Musician Term 4 unit.

'I am a Ngaio Tauira' was a learning focus in term 3. Although student cultures were recognised through this learning, we recognise this wasn't sufficient to meet this goal. This will be ongoing as priority for 2023 as a goal in the 2023 Annual Implementation Plan.

### **Outcome 2: Teachers are working in the best interests of learners by respecting the diversity of the heritage, language, identity and culture of all learners.**

**GOAL PARTIALLY ACHIEVED**

A Culture and Arts Annual Plan team was established. The Principal and Board of Trustees Presiding Member participated in NZSTA professional development for boards. 'Te Tiriti o Waitangi: Parts 1 and 2'. This was really useful with great ideas and resources shared.

A Whānau Roopu hui was held in term 3. Whānau were invited to this informal hui to join our Cultural Leader, staff members, our Board of Trustees Presiding Member, board member and Principal for kai and kōrero about what we can do to ensure Māori students enjoy success as Māori at our school and to seek feedback and input as to how we can best meet the needs of their tamariki and all tamariki across the school through a Māori lens.

The invitation was extended to all members of our school community who have an interest in Māoritanga at our kura.

At the hui we shared thinking from last year's group members and curriculum developments including:

- Ngaio School's draft curriculum document for teaching and learning te reo
- Kaitiakitanga and Whanaungatanga: links with the school's master plan draft
- Local identity and links to the proposed NZ Histories curriculum
- Cultural capabilities across the school
- Kapa Haka
- Matariki celebrations: development of long-term plans
- School whakatau

*We will re-engage with our whānau roopu early 2023. Connections with our local iwi are being well supported via our Kāhui Ako and in 2023 two TOA will be engaged in the Kura Ahurea professional development programme with other schools in our Kāhui Ako.*

*While we have made significant shifts in our response to lifting te reo me ngā tikanga Māori at Ngaio School, we still need to work on the wider cultural recognition of all our learners. This will remain as a goal for 2023, so teachers are supported to build their understanding of learners' contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching.*

## **OUR STAFF: Support all staff to succeed**

**Supporting Statement:** Working in an environment where we support, respect and empower each other will ensure we reach our potential to provide excellent teaching.

**Success:** Ngaio School is a workplace of choice - we attract and retain a highly skilled, adaptive and committed team.

### **INITIATIVE 1: Build a cohesive, positive and happy teaching team by developing shared pedagogy incorporating best practice.**

**Outcome 1: Teachers have shared understandings about effective practice in mathematics so we are responsive to all our learners' needs.**

**GOAL MOSTLY ACHIEVED**

Two teachers participated in ALiM professional development in 2022. The Deputy Principal also attended some of the ALiM workshops online. Three teachers took ALiM groups. All ALiM students made progress and gained confidence in discussing their thinking in small groups.

Cognition facilitators of mathematics held several staff meetings, completed In-Class Coaching and met with syndicates to map out Numeracy Progressions against the NZC. We still need to work on our assessment practices.

The school is committed to investing time to complete our mathematics work, particularly around understanding and shifting our current planning and assessment model. An application to continue mathematics PLD in 2023, specifically to address assessment, was successful (120 hours over 12 months).

**Outcome 2: Teachers are up to date in their pedagogy around effective reading instruction.**

**GOAL ACHIEVED**

A Literacy Annual Plan Team was established to investigate a direction for Structured Literacy.

Pōhutakawa syndicate classes trialled Phonics Plus in their programme. Overall, teachers found decodable readers useful when used as a whole class and reinforced in small groups for those children who needed additional support.

Collectively, we identified the growing need to focus on alphabet, phonics and basic sounds knowledge in new entrant classes and supporting more oral language development. After professional development with Joy Allcock, it was decided that we need to invest more in English language resources that also support vocabulary, rhythm and syllable work. We purchased 3 sets of 'Fun Foundations' to help build on the decodable learning and understanding, supporting children through phase 1 and 2 as they begin school. The PTA/School Spellathon allowed us to purchase the rest of the resources needed to get this going across the school and phonics PLD was a focus of a whole school Teacher Only Day. Several teachers participated in professional development in the Yolanda Soryl Phonics programme.

*Raewyn, Sarah, Alison and Bronwyn attended a Better Start Literacy seminar. We were successful in our application for the Better Start Literacy Programme in 2023.*

<p><b>Outcome 3: Teachers are promoting inclusive practices to support the needs and abilities of all learners.</b></p>	<p>Focus Learners were identified using all information available to ascertain those students at risk of performing below expectation. Individual learning stories, including differing rates of progress, readiness for learning, learning diagnosis, new students, English Language Learners (ELL), home circumstances and changes to family circumstances all add to the complexity of identification. Across the school, classroom programmes are differentiated for students with specific needs e.g. ELL (English Language Learner), Speech &amp; Language, Global Developmental Delay, ODD (Oppositional Defiant Disorder), ASD (Autism Spectrum Disorder), ADHD (Attention Deficit Hyperactivity Disorder), APD (Auditory Processing Disorder).</p> <p>The GaTE Register is being used across the school. GaTE was included in our Focus Learner identification process. Team Leaders shared the responsibility of ensuring Gifted and Talented provisions were implemented. Team Leaders met to unpack all current Gifted and Talented documentation and to streamline consistency of practice between syndicates. In 2022 the GaTE Register was revised, updated and presented to teachers as part of a staff meeting. Teachers were led through our definition for GaTE, identification procedures and catering for individual needs. The session included time unpacking differentiating the curriculum alongside modifying programmes to provide a rich range of activities and/or opportunities to meet GaTE learner needs.</p> <p>Teachers identified individual students who have a particular curriculum strengths when they are planning units. Some students' needs were identified in their IEPs. Leadership opportunities were provided, e.g. Nga Rangatahi o Ngaio, sports leaders. Coding Club, junior journalists, Mac Attackers, EPro 8, Peer Mediators, Otago Problem Solving Competition, Enviro club, Kapa haka leaders, road patrol, student librarians, choir, digital citizenship, digital in class e.g. Tinkercad - some kids were amazing. Teachers provided opportunities for students to have extension through a passion and extra challenges or tasks to extend and explore new learning.</p>	<p><b>GOAL ACHIEVED</b></p>
<p><b>Outcome 4: Teachers are demonstrating a commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in the learning environment through the teaching of Te Reo and tikanga Māori in a progression across the years of schooling, so previous knowledge is built on year by year.</b></p> <p>A Te Reo progressions document was created and introduced at a staff meeting. Although teachers are using te reo in classes, there had not been a framework to support the expectations. This new document provides the expectations for progressions and improvement across the year groups to ensure tamariki actually learn new content each year.</p> <p>We were fortunate to receive a \$200 book voucher for our involvement with the Little Heart Campaign. This was used to purchase eight visual Māori dictionaries for classrooms. Te reo and tikanga Māori protocols for mini admin and staff meetings remain in place.</p> <p>We started working on a rubric for teachers to identify their own level of learning and show their own progress. The progressions document and rubric will help lay a pathway for progress and remains a priority for 2023.</p> <p><b>INITIATIVE 2: Build a cohesive, positive and happy teaching team by supporting all staff, including leaders and support staff, to develop personalised learning plans to support them to contribute to the achievement of our strategy, student learning, their ongoing professional growth and well-being.</b></p>	<p><b>GOAL PARTIALLY ACHIEVED</b></p>	<p><b>GOAL ACHIEVED</b></p>
<p><b>Outcome 1: Teachers and support staff will be clear of their goals and professional development needs and will feel supported in their work and wellbeing</b></p>	<p><b>GOAL ACHIEVED</b></p>	<p><b>GOAL ACHIEVED</b></p>

Mark Sweeney led 2 staff meetings over the year to empower teachers to have challenging conversations and lift levels of resilience. Key messages included the power of listening, removing emotion, and not allowing yourself to “wrestle with the pig”. He presented the DENO model to help prepare for and scaffold conversations. Teachers were engaged in professional learning and participated in Professional Growth Cycles. Teachers shared their PGC documentation. PLD opportunities (whole staff and individual) included: Digital Technology w Cyclone, mathematics with Cognition Education, phonics, ANZHC, NZ curriculum refresh, Kahui Ako Community of Practice sessions, UBRS (Understanding Behaviour, Responding Safely), Education Law Summit (Principal), IYT (2 teachers), Reading Recovery training (1 teacher), ALiM (2 teachers), LLI (Language Learning Intervention)(1 teacher), NZSTA Te Tiriti o Waitangi: Part 1 Tikanga, Navigating Leadership Hui for School Principals (Principal), Child Protection Seminar (SENCo) , Dyslexia (TAs), Introduction to Leadership Coaching Programme (Principal), First Aid (most staff).

The Principal met with all teachers for a one-to-one 30 minute Stay Interview. Teacher voice collected from these discussions was used for 2023 schoolwide planning.

*In 2023 the SLT will continue to investigate best practice around Professional Growth Cycle (PGC) documentation to add depth to the programme.*

**INITIATIVE 3: Build a cohesive, positive and happy teaching team by developing a shared understanding of how to work collaboratively for the benefit of our learners.**

**Outcome 1: Teachers working collaboratively to develop and implement programmes and support for hybrid learning during Covid-19 restrictions.**

Our Hybrid Learning programme received positive uptake and feedback from students and parents. Teachers were well-supported by our Digital Leader to implement a Hybrid Learning programme that aligned with their classroom programmes. Both informal and formal staff meetings were offered to support teachers. Hard packs, exercise books, reading material and devices (when requested) were delivered to families in home isolation. Although Hybrid Learning is no longer required, our systems for Hybrid Learning remain in place.

**GOAL ACHIEVED**

**OUR COMMUNITY: Weave strong partnerships with our community**

**Supporting Statement:** By building lasting and authentic connections with our community, together we can create opportunities, face challenges and celebrate success.

**Success:** Our community is actively engaged, empowered and valued, playing their part in their children’s schooling.

**INITIATIVE 1: Facilitate richer family/whānau engagement in children’s learning.**

**Outcome 1: Parents are supported to strengthen their understanding of the curriculum through the opportunity to attend (possibly on-line) sessions to grow their understanding of resilience and what they can do to support their children to be resilient.**

**GOAL PARTIALLY ACHIEVED**

Engagement with whānau continued to be challenging as COVID-19 presented us with restrictions around gatherings. Thanks to the PTA who organised an evening with



<p>Kathryn Berkett which around 50 parents attended along with several teachers. Due to the success of Kathryn’s messages around developing children’s resilience the PTA are considering inviting Kathryn back in 2023.</p> <p>Our Kāhui Ako organised <i>A Cybersafety Evening</i> which was well attended.</p> <p>Resilience continued to be a focus within classrooms as part of our ROCKET Values implementation. The BOUNCE-BACK resources were used in classes along with a range of other resources to support wellbeing, including resilience.</p> <p><i>Along with the other ROCKET Values, resilience will continue to be a focus going forward.</i></p>	<b>GOAL PARTIALLY ACHIEVED</b>
<p><b>Outcome 2: New parents &amp; whānau feel connected, understand school expectations and routines and how best to support their children starting school.</b></p> <p>A Link Leader was appointed and a job description developed to support this role. From Term 2 we continued to host termly New Parent Information Evenings and the New Parent Breakfasts hosted by our PTA. Our enrolment pack was reviewed and updated to streamline new parent information and paperwork. The update included some consultation with families) Whakatau were held in Terms 3 and 4 to welcome new whānau.</p> <p><i>In 2023 Link is being held three times a term to allow bigger groups of new entrants to meet together and be less disruptive to the current classes, rather than weekly with fewer attendees. The enrolment pack will continue to be updated into a booklet format to reduce the number of individual documents required.</i></p>	<b>GOAL PARTIALLY ACHIEVED</b>
<p><b>Outcome 3: Parents &amp; whānau feel connected to their children’s class teacher and syndicate</b></p> <p>Teachers produced an introductory video of themselves and these were well received by parents at the beginning of the year. The vast majority of parents attended the Knowing Me, Knowing You conferences in Term 1. Parents were welcomed into the school for events e.g. Matariki, Cross Country, Triathlon, Syndicate Hui, Athletics Day, Whakatau... Seesaw was used to provide a window into classrooms via posts and photographs and remained in place to share learning and school events with whānau. Whānau were invited to support school trips.</p> <p>Three-way conferences were held (some online and some deferred to term 3 due to staff sickness).</p> <p>The school website and Website notices are kept up to date and newsletters are regular and informative. There are still families not engaging with these and there seems to be a growing reliance on email to update families.</p> <p><b>Final Comment</b> Final assemblies were planned and well attended at the end of year. Seesaw has remained in place to share school events with whānau. Whānau have attended school trips and events e.g. triathlon.</p> <p><i>We will update our website in 2023 to include information about the Curriculum Refresh and parent education sessions will be organised to keep whanau up to date with curriculum changes.</i></p>	<b>GOAL MOSTLY ACHIEVED</b>
<p><b>INITIATIVE 2: Strengthen communication between home and school.</b></p>	
<p><b>Outcome 1: Communications between home and school are regular and effective.</b></p> <p>Team Leaders met at the end of every term to align syndicate communication for the school website. Seesaw was used regularly to share learning and classroom updates with whānau. Whānau were invited back onsite to syndicate hui following Covid-19 restrictions. Fortnightly schoolwide newsletters were shared and</p>	<b>GOAL MOSTLY ACHIEVED</b>

<p>occasionally special emails were sent e.g. Covid-19 update. We didn't seek any feedback regarding our communication in 2022 so this will be a 2023 task.</p> <p><i>In 2023 Communication will continue to be a focus to monitor and improve accordingly. A survey will be administered in 2023 to gauge the way whānau want to be communicated with, as anecdotally there seems to be an increased reliance on and preference for email (which is different to what came out of the previous Communications Review).</i></p>	
<p><b>INITIATIVE 3: Actively promote and host events that create links between the school and the community, for example Fun-days, assemblies, arts events, parent information evenings, sports days.</b></p>	
<p><b>Outcome 1: Parents and caregivers will continue to feel engaged in school life during the upheaval of Covid-19 restrictions.</b></p>	<p>Opportunities for indirect and direct engagement included:</p> <ul style="list-style-type: none"> <li>- Seesaw posts</li> <li>- Newsletter</li> <li>- Website notice updates</li> <li>- Matariki Celebration: kai, coffee cart, waiata performances from each syndicate, Wellington Astronomical Society provided korero and telescopes, activities e.g make a wish on a star, stick games, weaving, lanterns, kite flying. The evening drew a huge turnout and positive whānau feedback.</li> <li>- Syndicates started holding Hui again in term 2</li> <li>- Kahui Ako Cybersafety Evening for parents</li> <li>- PTA Guest Speaker Kathryn Berkett (Resilience)</li> <li>- Kapa haka performance at St Brigids' Kapa Haka Festival and at the Johnsonville mall</li> <li>- Several class trips with parent volunteers e.g. - Ngaio walk, ASB Sports Centre, Otari-Wilton Bush, Young Writers City Visit, Capital E...</li> <li>- Sports trips with parent volunteers e.g. Tennis, Cross Country, Futsal, Athletics</li> <li>- Wider school wide events included: Whakatau, New Parent Breakfasts, PTA Volunteer thank You Drinks, Year 6 Graduation, Year 6 Leaving Families breakfast and end of year final assembly.</li> </ul> <p>We did not check in formally with whānau to seek feedback regarding this goal, but staff received frequent positive feedback regarding the amount of engagement we were able to organise and continue through the COVID-19 disruptions. 'Goal Partially Achieved' as our judgement is anecdotal without collect evidence.</p>
<p><b>GOAL PARTIALLY ACHIEVED</b></p>	
<p><b>INITIATIVE 4: Connect with parents and community members to build and sustain The Clinic.</b></p>	
<p><b>Outcome 1: The Clinic is running student sessions. (Not possible in RED CPF setting)</b></p>	<p>The running of Clinic events remained difficult during 2022 under the influence of Covid-19. This goal will remain alive for 2023.</p>
<p><b>GOAL NOT ACHIEVED</b></p>	

## OUR ENVIRONMENT: Inspire children to learn about and become active in caring for the natural environment.

**Supporting Statement:** Being in a harmonious environment is good for the soul. Creating a welcoming and beautiful space to work in is a springboard for learning. Students recognise how vital it is to appreciate their natural world and learn how best to care for it.

**Success:** Students have a strong environmental conscience; they are proud of and engaged in caring for their school & the wider environment.

**INITIATIVE 1: Develop the school's outdoor spaces to ensure the school is an attractive environment for students to enjoy and learn in.**

**Outcome 1: Masterplan in place and being used to support development of the outside school environment.**

**GOAL PARTIALLY ACHIEVED**

Following a period of consultation and development the Ngaio School Property Master Plan was approved and ready to support development going forward. No Master Plan projects were started in 2022. Discussions about the bike track continued throughout the year with no decision made.

**INITIATIVE 2: Promote and support students to engage in environmentally friendly practices.**

**Outcome 1: All classes are actively involved in sustainable environmental practices.**

**INITIATIVE 3: Provide opportunities for students to learn about and understand Māori perspectives of the environment and kaitiakitanga.**

**Outcome 1: Students are supported to engage respectfully with, and to have aroha for, Papatūānuku. They will gain an understanding of kaitiakitanga and the responsibilities of being a kaitiaki by, for example, caring for the Arb, gardens and school grounds**

**GOAL MOSTLY ACHIEVED**

An Environment Annual Plan team was established. A teacher led the team with a job description to support him in this role. The Enviro and Recycling groups continued to be active around the school with scheduled in-school and lunchtime sessions.

During term 2 the Arb was closed for rejuvenation. This helped allow the trees/shrubs to regrow and allowed the root systems to mend. Once reopened, play in the Arb was rostered to help protect new planting. Senior students visited classes to talk about the importance of Kaitiakitanga and Manaakitanga in the Arb.

A goal for the Enviro Club to participate in some activities beyond the school to expand their understanding and vision was fulfilled with 23 students visiting the Takapu Valley side of the Belmont Regional Park to join in a planting initiative. Sam investigated the Wellington City Council Zero Waste Education Programme and decided the school would be involved in 2023.

Compost bins were set up at the top behind the pool and behind Tūi. Compost buckets were given out to each classroom. Posters of how to compost were distributed with a student from each class responsible for putting the bucket out at lunch and emptying it in the compost bin.

Term 3's theme was "I am a Ngaio Tauria (student) tōku tūrangawaewae." This was planned through Tikanga Maori and Social Sciences and was a perfect platform for students to learn hands-on environmentally friendly practices. All classes visited local areas and planned on investing in areas within our school. Each syndicate had an area in our school environment to focus on and give back (kaitiakitanga).

- Pōhutukawa: Native garden by their classroom and garden boxes.
- Kākāpō: Garden beds by the pool, swan plant garden box, flower garden by junior playground.
- Tūi: Vegetable gardens, outdoor play area, Arb.

The Enviro Club weeded and developed (when weather allowed) the orchard, Peter's carving and garden and the gardens and edging behind Tūi Syndicate.

- Tūi Syndicate planned on developing QR codes in the school environment linking to information about the plants/trees in the different areas. Also, to sketch plants/trees as a resource to use when naming plants in our school. This also linked into the digital curriculum.

## **2023**

*We still need to document the expectations and practices across the school and clubs to help sustain this valuable area of learning.*