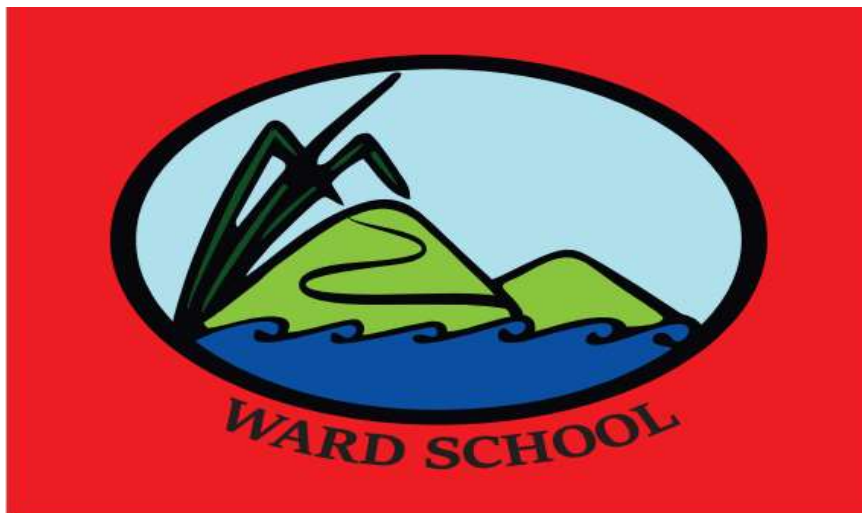


# WARD SCHOOL

## ANNUAL REPORT

**FOR THE YEAR ENDED 31 DECEMBER 2020**



Ministry Number:	3067
Principal:	Carey Huria
School Address:	Duncan Street, Ward 7285
School Postal Address:	PO Box 41, Ward 7248
School Phone:	03 575 6837
School Email:	<a href="mailto:office@ward.school.nz">office@ward.school.nz</a>
Accountant / Service Provider:	Accounting For Schools Limited

# WARD SCHOOL

Annual Report - For the year ended 31 December 2020

## 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 - 11	Statement of Accounting Policies
12 - 20	Notes to the Financial Statements

	<b>Other Information</b>
--	--------------------------

21	Members of the Board of Trustees
22	Kiwisport
23	Analysis of Variance

# WARD SCHOOL

## Statement of Responsibility

For the year ended 31 December 2020

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

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

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

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

\_\_\_\_\_

Full Name of Board Chairperson

\_\_\_\_\_

Full Name of Principal

\_\_\_\_\_

Signature of Board Chairperson

\_\_\_\_\_

Signature of Principal

\_\_\_\_\_

Date:

\_\_\_\_\_

Date:

# WARD SCHOOL

## Statement of Comprehensive Revenue and Expense For the year ended 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Revenue</b>				
Government Grants	2	713,951	616,479	569,170
Locally Raised Funds	3	35,350	50,860	53,283
Interest income		1,114	3,260	7,258
		<hr/>	<hr/>	<hr/>
		750,415	670,599	629,711
<b>Expenses</b>				
Locally Raised Funds	3	15,297	10,275	31,090
Learning Resources	4	383,419	359,415	339,004
Administration	5	41,350	45,650	39,006
Finance		301	-	42
Property	6	201,314	161,500	131,351
Depreciation	7	21,953	20,600	19,490
Impairment of Property, Plant and Equipment	11	1,956	-	-
Transport		77,185	72,000	66,919
		<hr/>	<hr/>	<hr/>
		742,775	669,440	626,902
<b>Net Surplus / (Deficit) for the year</b>		7,640	1,159	2,809
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
		7,640	1,159	2,809

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

## WARD SCHOOL

### Statement of Changes in Net Assets/Equity For the year ended 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
<b>Balance at 1 January</b>		414,086	414,086	411,277
Total comprehensive revenue and expense for the year		7,640	1,159	2,809
Capital Contributions from the Ministry of Education		-	-	-
Contribution - Furniture and Equipment Grant		-	-	-
<b>Equity at 31 December</b>		421,726	415,245	414,086
Retained Earnings		421,726	415,245	414,086
<b>Equity at 31 December</b>		421,726	415,245	414,086

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.

# WARD SCHOOL

## Statement of Financial Position

As at 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	202,815	136,086	104,429
Accounts Receivable	9	18,993	13,000	16,526
Funds held for Capital Works Projects	15	14,635	-	11,689
GST Receivable		6,766	15,000	18,876
Prepayments		1,100	2,000	1,051
Investments	10	-	130,000	134,290
		<u>244,309</u>	<u>296,086</u>	<u>286,861</u>
<b>Current Liabilities</b>				
Accounts Payable	12	28,443	24,500	28,576
Provision for Cyclical Maintenance	13	-	50,000	54,702
Finance Lease Liability - Current Portion	14	5,460	4,500	4,272
		<u>33,903</u>	<u>79,000</u>	<u>87,550</u>
<b>Working Capital Surplus/(Deficit)</b>		210,406	217,086	199,311
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	214,276	201,159	219,678
		<u>214,276</u>	<u>201,159</u>	<u>219,678</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	13	-	-	-
Finance Lease Liability	14	2,956	3,000	4,902
		<u>2,956</u>	<u>3,000</u>	<u>4,902</u>
<b>Net Assets</b>		<u>421,726</u>	<u>415,245</u>	<u>414,087</u>
<b>Equity</b>		<u>421,726</u>	<u>415,245</u>	<u>414,086</u>

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

# WARD SCHOOL

## Statement of Cash Flows

For the year ended 31 December 2020

		2020	2020	2019
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		285,905	251,479	246,957
Locally Raised Funds		35,350	50,860	53,283
Goods and Services Tax (net)		12,110	3,877	(5,797)
Payments to Employees		(129,106)	(107,645)	(111,273)
Payments to Suppliers		(166,511)	(176,764)	(157,190)
Cyclical Maintenance Payments in the year		(53,823)	(6,202)	-
Interest Paid		(301)	-	(42)
Interest Received		2,684	3,830	5,688
Net cash from Operating Activities		(13,692)	19,435	31,626
<b>Cash flows from Investing Activities</b>				
Purchase of PPE (and Intangibles)		(17,510)	(1,465)	(1,862)
Purchase of Investments		134,290	4,290	78,782
Net cash from Investing Activities		116,780	2,825	76,921
<b>Cash flows from Financing Activities</b>				
Finance Lease Payments		(1,756)	(2,291)	(5,325)
Funds Held for Capital Works Projects		(2,946)	11,689	(39,303)
Net cash from Financing Activities		(4,702)	9,398	(44,628)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>98,386</b>	<b>31,658</b>	<b>63,918</b>
Cash and cash equivalents at the beginning of the year	8	104,429	104,429	40,510
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>202,815</b>	<b>136,086</b>	<b>104,429</b>

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

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

# WARD SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2020

### 1. Statement of Accounting Policies

#### a) Reporting Entity

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

#### b) Basis of Preparation

##### **Reporting Period**

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

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

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

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

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

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

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

##### **Measurement Base**

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

##### **Presentation Currency**

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

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

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

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

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

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

##### **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 13.



# WARD SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2020

### 1. Statement of Accounting Policies

#### *Useful lives of property, plant and equipment*

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

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

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

#### *Classification of leases*

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

#### *Recognition of grants*

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

### c) Revenue Recognition

#### **Government Grants**

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

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

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

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

#### **Other Grants**

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

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

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

#### **Interest Revenue**

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

# WARD SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2020

### 1. Statement of Accounting Policies

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

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

#### e) Operating Lease Payments

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

#### f) Finance Lease Payments

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

#### g) Cash and Cash Equivalents

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

#### h) Accounts Receivable

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

#### i) Inventories

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

#### j) Investments

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

#### k) Property, Plant and Equipment

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

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

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

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

# WARD SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2020

### 1. Statement of Accounting Policies

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

#### **Finance Leases**

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

#### **Depreciation**

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	10–75 years
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

#### **1) Intangible Assets**

##### *Software costs*

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

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

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

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

# WARD SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2020

### 1. Statement of Accounting Policies

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

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

##### *Non cash generating assets*

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

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

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

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

#### n) Accounts Payable

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

#### o) Employee Entitlements

##### *Short-term employee entitlements*

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

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

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

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

#### p) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

#### q) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of school control. These amounts are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

# WARD SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2020

### 1. Statement of Accounting Policies

#### r) Provision for Cyclical Maintenance

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

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

#### s) Financial Instruments

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

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

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

#### 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.

# WARD SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2020

### 2. Government Grants

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operational Grants	131,098	124,854	110,309
Teachers' Salaries Grants	279,666	250,000	235,761
Use of Land and Buildings Grants	148,380	115,000	86,452
Other MoE Grants	40,127	15,626	19,783
Transport grants	114,680	111,000	116,865
	<u>713,951</u>	<u>616,479</u>	<u>569,170</u>

The school has opted in to the donations scheme for this year. Total amount received was \$6,450.

Other MOE Grants total includes additional COVID-19 funding totalling \$22,227 for the year ended 31 December 2020.

### 3. Locally Raised Funds

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
<b>Revenue</b>			
Donations	15,905	33,000	32,421
Activities	6,596	7,760	4,782
Trading	1,027	1,400	2,900
Fundraising	4,267	-	3,983
Other Revenue	55	300	543
Schoolhouse Revenue	7,500	8,400	8,654
	<u>35,350</u>	<u>50,860</u>	<u>53,283</u>
<b>Expenses</b>			
Activities	8,037	4,375	12,018
Trading	1,464	1,400	2,032
Fundraising (Costs of Raising Funds)	-	200	145
Schoolhouse Expenses	5,796	4,300	16,895
	<u>15,297</u>	<u>10,275</u>	<u>31,090</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>20,053</u>	<u>40,585</u>	<u>22,193</u>

# WARD SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2020

### 4. Learning Resources

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	10,787	16,900	10,937
Resource/Attached teacher costs	11,205	12,050	10,243
Library Resources	707	1,300	157
Employee Benefits - Salaries	349,615	322,165	316,177
Staff Development	11,105	7,000	1,490
	<u>383,419</u>	<u>359,415</u>	<u>339,004</u>

### 5. Administration

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	3,110	2,500	3,019
Board of Trustees Fees	2,670	3,000	2,890
Board of Trustees Expenses	2,554	3,300	2,543
Communication	1,675	1,850	2,043
Consumables	5,024	6,600	4,450
Operating Lease	-	1,000	-
Other	426	1,300	912
Employee Benefits - Salaries	18,258	18,000	14,979
Insurance	3,889	4,000	4,525
Service Providers, Contractors and Consultancy	3,744	4,100	3,645
	<u>41,350</u>	<u>45,650</u>	<u>39,006</u>

### 6. Property

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	1,891	3,000	3,228
Consultancy and Contract Services	-	2,000	-
Cyclical Maintenance Provision	(879)	1,500	5,237
Grounds	7,614	8,000	4,362
Heat, Light and Water	6,373	5,500	7,019
Rates	1,247	3,000	2,752
Repairs and Maintenance	7,606	3,500	3,943
Use of Land and Buildings	148,380	115,000	86,452
Employee Benefits - Salaries	29,082	20,000	18,358
	<u>201,314</u>	<u>161,500</u>	<u>131,351</u>

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

# WARD SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2020

### 7. Depreciation

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings - School	10,577	12,000	10,800
Furniture and Equipment	1,778	1,200	1,503
Information and Communication Technology	3,597	3,500	2,141
Leased Assets	5,553	3,500	4,661
Library Resources	448	400	385
	<u>21,953</u>	<u>20,600</u>	<u>19,490</u>

### 8. Cash and Cash Equivalents

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Current Account	201,915	48,586	7,886
Bank Call Account	900	7,500	10,818
Short-term Bank Deposits	-	80,000	85,725
Cash and cash equivalents for Cash Flow Statement	<u>202,815</u>	<u>136,086</u>	<u>104,429</u>

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

### 9. Accounts Receivable

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Interest Receivable	-	1,000	1,570
Teacher Salaries Grant Receivable	18,993	12,000	14,956
	<u>18,993</u>	<u>13,000</u>	<u>16,526</u>
Receivables from Exchange Transactions	-	1,000	1,570
Receivables from Non-Exchange Transactions	18,993	12,000	14,956
	<u>18,993</u>	<u>13,000</u>	<u>16,526</u>



# WARD SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2020

### 10. Investments

The School's investment activities are classified as follows:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Asset			
Short-term Bank Deposits	-	130,000	134,290
<b>Total Investments</b>	<b>-</b>	<b>130,000</b>	<b>134,290</b>

### 11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2020</b>						
Buildings	195,213	-	(662)	-	(10,577)	183,973
Furniture and Equipment	8,604	3,329	(239)	-	(1,778)	9,916
Information and Communication Technology	3,045	8,946	-	-	(3,597)	8,394
Leased Assets	10,121	4,695	(1,051)	-	(5,553)	8,212
Library Resources	2,694	1,535	-	-	(448)	3,781
<b>Balance at 31 December 2020</b>	<b>219,677</b>	<b>18,505</b>	<b>(1,952)</b>	<b>-</b>	<b>(21,953)</b>	<b>214,276</b>

The net carrying value of equipment held under a finance lease is \$8,212 (2019: \$10,121).

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
<b>2020</b>			
Buildings	293,565	(109,592)	183,973
Furniture and Equipment	82,732	(72,816)	9,916
Information and Communication Technology	35,124	(26,730)	8,394
Leased Assets	20,381	(12,169)	8,212
Library Resources	41,328	(37,547)	3,781
<b>Balance at 31 December 2020</b>	<b>473,130</b>	<b>(258,854)</b>	<b>214,276</b>

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2019</b>						
Buildings	206,014	-	-	-	(10,800)	195,213
Furniture and Equipment	8,244	1,863	-	-	(1,503)	8,604
Information and Communication Technology	5,186	-	-	-	(2,141)	3,045
Leased Assets	14,782	-	-	-	(4,661)	10,121
Library Resources	3,079	-	-	-	(385)	2,694
<b>Balance at 31 December 2019</b>	<b>237,306</b>	<b>1,863</b>	<b>-</b>	<b>-</b>	<b>(19,490)</b>	<b>219,677</b>

# WARD SCHOOL

## Notes to the Financial Statements For the year ended 31 December 2020

### 11. Property, Plant and Equipment (Cont.)

2019	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Buildings	297,534	(102,321)	195,213
Furniture and Equipment	99,710	(91,106)	8,604
Information and Communication Technology	50,239	(47,194)	3,045
Leased Assets	19,383	(9,262)	10,121
Library Resources	39,792	(37,098)	2,694
<b>Balance at 31 December 2019</b>	<b>506,658</b>	<b>(286,981)</b>	<b>219,677</b>

### 12. Accounts Payable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operating Creditors	4,671	4,000	8,121
Accruals	3,110	3,500	3,019
Employee Entitlements - Salaries	18,993	15,000	14,956
Employee Entitlements - Leave Accrual	1,669	2,000	2,480
	<b>28,443</b>	<b>24,500</b>	<b>28,576</b>
Payables for Exchange Transactions	28,443	24,500	28,576
	<b>28,443</b>	<b>24,500</b>	<b>28,576</b>

The carrying value of payables approximates their fair value.

### 13. Provision for Cyclical Maintenance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Provision at the Start of the Year	54,702	54,702	49,465
Increase/ (decrease) to the Provision During the Year	(879)	1,500	5,237
Use of the Provision During the Year	(53,823)	(6,202)	-
Provision at the End of the Year	-	50,000	54,702
Cyclical Maintenance - Current	-	50,000	54,702
Cyclical Maintenance - Term	-	-	-
	<b>-</b>	<b>50,000</b>	<b>54,702</b>

# WARD SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2020

### 14. Finance Lease Liability

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
No Later than One Year	5,460	4,500	4,272
Later than One Year and no Later than Five Years	2,956	3,000	4,902
Later than Five Years	-	-	-
	8,416	7,500	9,174

### 15. Funds Held for Capital Works Projects

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

	2020	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
MOE Accessibility Upgrade	<i>in progress</i>	92,663	-	-	-	92,663
MOE Re Roof	<i>in progress</i>	(104,352)	56,652	(59,447)	-	(107,147)
Septic Upgrade Project	<i>in progress</i>	-	51,972	(45,062)	-	6,910
Reef ILE Project	<i>in progress</i>	-	45,000	(52,061)	-	(7,061)
Totals		(11,689)	153,624	(156,570)	-	(14,635)

#### Represented by:

Funds Held on Behalf of the Ministry of Education	99,573
Funds Due from the Ministry of Education	114,208
	(14,635)

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	Closing Balances \$
Earthquake	<i>in progress</i>	(1,449)	-	-	1,449
5YA Capital Maintenance	<i>in progress</i>	2,789	-	(2,789)	-
MOE Accessibility Upgrade	<i>in progress</i>	26,274	317,632	(251,243)	92,663
MOE Re Roof	<i>in progress</i>	-	-	(104,352)	(104,352)
Totals		27,614	317,632	(358,383)	1,449

# WARD SCHOOL

## Notes to the Financial Statements For the year ended 31 December 2020

### 16. 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.

### 17. Remuneration

#### *Key management personnel compensation*

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

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	2,670	2,890
Full-time equivalent members	0.14	0.14
<i>Leadership Team</i>		
Remuneration	109,124	101,812
Full-time equivalent members	1	1
Total key management personnel remuneration	111,794	104,702
Total full-time equivalent personnel	1.14	1.14

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

#### *Principal*

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

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	100-110	90 - 100
Benefits and Other Emoluments	3 - 4	2 - 3
Termination Benefits	-	-

#### *Other Employees*

There were no other employees with remuneration greater than \$100,000 (2019: nil).

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

# WARD SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2020

### 18. 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:

	2020 Actual	2019 Actual
Total	-	-
Number of People	-	-

### 19. Contingencies

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

#### Holidays Act Compliance – schools payroll

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

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

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

### 20. Commitments

#### (a) Capital Commitments

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

- (i) Contract for MOE Accessibility Upgrade to be completed in 2021; and
  - (ii) Contract to have the Roof upgraded, to be completed in 2021, which will be fully funded by the Ministry.
  - (iii) Contract to upgrade the septic tank system. The project is fully funded by the Ministry and \$51,972 has been received of which \$45,062 has been spent on the project to balance date.
  - (iv) Contract for the ILE upgrade. The project is fully funded by the Ministry and \$45,000 has been received of which \$52,061 has been spent on the project to balance date.
- (Capital commitments at 31 December 2019: MOE Accessibility upgrade and Roof upgrade).

#### (b) Operating Commitments

As at 31 December 2020 the Board has not entered into any contracts (2019: nil).

# WARD SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2020

### 21. Managing Capital

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

### 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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash and Cash Equivalents	202,815	136,086	104,429
Receivables	18,993	13,000	16,526
Investments - Term Deposits	-	130,000	134,290
Total Financial assets measured at amortised cost	<u>221,808</u>	<u>279,086</u>	<u>255,245</u>

#### Financial liabilities measured at amortised cost

Payables	28,443	24,500	28,576
Finance Leases	8,416	7,500	9,174
Total Financial Liabilities Measured at Amortised Cost	<u>36,859</u>	<u>32,000</u>	<u>37,750</u>

### 23. Events After Balance Date

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

## WARD SCHOOL

Members of the Board of Trustees

For the year ended 31 December 2020

<b>Name</b>	<b>Position</b>	<b>How position on Board gained</b>	<b>Occupation</b>	<b>Term expired/expires</b>
Paul Hickman	Chairperson	Elected		June 2022
Carey Huria	Principal			June 2022
Kieran Hickman	Property	Elected		June 2022
Koko Lambert	Personnel	Elected		June 2022
John Hickman	Finance	Elected		June 2022
Deborah Klenner	Staff	Staff Rep		June 2022

## **WARD SCHOOL**

### **Kiwisport Funding**

**For the year ended 31 December 2020**

Kiwisport is a Government funded initiative to support sport for School aged children.

Included in the operations grant for 2020 was funding of \$594 (2019: \$611) to support and enhance student opportunities to participate in sport.





<b>School Name:</b>	<b>Ward School</b>	<b>School Number:</b>	<b>3067</b>
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<b>Strategic Aim:</b>	<b>1. Monitoring &amp; Evaluating Practice</b> To improve student learning and achievement by being responsive to our student needs through our school curriculum.
<b>Annual Aim:</b>	1.1 Accelerate the progress and achievement of students who are achieving below expected curriculum levels. 1.2 Ensure the progress and achievement of all students, underpinned by the effective use of assessment data and student voice.
<b>Target:</b>	For all our students to be learning, improving and progressing in Reading, Writing and <b>Maths</b> .
<b>Baseline Data:</b>	See below

## Reading November 2019

All students Years 1 - 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	0	0%	0	0%	8	42.1%	11	57.9%	19
	Female	1	4.3%	1	4.3%	11	47.8%	10	43.5%	23
	Total	1	2.4%	1	2.4%	19	45.2%	21	50.0%	42
Maori	Male	0	0%	0	0%	2	66.7%	1	33.3%	3
	Female	1	12.5%	0	0%	5	62.5%	2	25.0%	8
	Total	1	9.1%	0	0%	7	63.6%	3	27.3%	11

- 95.2% of All Students are achieving AT or ABOVE the expected Curriculum Level.
- 100% of Boys are achieving AT or ABOVE the expected Curriculum Level.
- 98% of Girls are achieving AT or ABOVE the expected Curriculum Level.
- 90% of
- Māori students are achieving AT or ABOVE the expected Curriculum Level.

## Writing November 2019

All students Years 1 - 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	0	0%	3	15.8%	10	52.6%	6	31.6%	19
	Female	0	0%	2	8.7%	16	69.6%	5	21.7%	23
	Total	0	0%	5	11.9%	26	61.9%	11	26.2%	42
Maori	Male	0	0%	1	33.3%	2	66.7%	0	0%	3
	Female	0	0%	1	12.5%	6	75.0%	1	12.5%	8
	Total	0	0%	2	18.2%	8	72.7%	1	9.1%	11

- 88.1% of All Students are achieving AT or ABOVE the expected Curriculum Level.
- 84.2% of Boys are achieving AT or ABOVE the expected Curriculum Level.
- 91.3% of Girls are achieving AT or ABOVE the expected Curriculum Level.
- 81.8% of Māori students are achieving AT or ABOVE the expected Curriculum Level.

## Maths November 2019

All students Years 1 - 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	0	0%	1	5.3%	4	21.1%	14	73.7%	19
	Female	1	4.3%	3	13.0%	12	52.2%	7	30.4%	23
	Total	1	2.4%	4	9.5%	16	38.1%	21	50.0%	42
Maori	Male	0	0%	1	33.3%	0	0%	2	66.7%	3
	Female	1	12.5%	2	25.0%	5	62.5%	0	0%	8
	Total	1	9.1%	3	27.3%	5	45.5%	2	18.2%	11

- 88.1% of All Students are achieving AT or ABOVE the expected Curriculum Level.
- 94.8% of Boys are achieving AT or ABOVE the expected Curriculum Level.
- 82.6% of Girls are achieving AT or ABOVE the expected Curriculum Level.
- 63.7% of Māori students are achieving AT or ABOVE the expected Curriculum Level.

## Reading November 2020

All students Years 1 - 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	0	0%	1	5.0%	17	85.0%	2	10.0%	20
	Female	1	4.3%	0	0%	14	60.9%	8	34.8%	23
	Total	1	2.3%	1	2.3%	31	72.1%	10	23.3%	43
Maori	Male	0	0%	0	0%	2	100.0%	0	0%	2
	Female	0	0%	0	0%	6	85.7%	1	14.3%	7
	Total	0	0%	0	0%	8	88.9%	1	11.1%	9

### End of Year Data 2020

- 95.4% of All Students are achieving AT or ABOVE the expected Curriculum Level.
- 95.0% of Boys are achieving AT or ABOVE the expected Curriculum Level.
- 95.7% of Girls are achieving AT or ABOVE the expected Curriculum Level.
- 100% of Māori students are achieving AT or ABOVE the expected Curriculum Level.

## Writing November 2020

All students Years 1 - 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	0	0%	0	0%	15	75.0%	5	25.0%	<u>20</u>
	Female	0	0%	0	0%	5	21.7%	18	78.3%	<u>23</u>
	Total	0	0%	0	0%	20	46.5%	23	53.5%	<u>43</u>
Maori	Male	0	0%	0	0%	1	50.0%	1	50.0%	<u>2</u>
	Female	0	0%	0	0%	3	42.9%	4	57.1%	<u>7</u>
	Total	0	0%	0	0%	4	44.4%	5	55.6%	<u>9</u>

### End of Year Data 2020

- 100% of All Students are achieving AT or ABOVE the expected Curriculum Level.
- 100% of Boys are achieving AT or ABOVE the expected Curriculum Level.
- 100% of Girls are achieving AT or ABOVE the expected Curriculum Level.
- 100% of Māori students are achieving AT or ABOVE the expected Curriculum Level.

## Maths November 2020

All students Years 1 - 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	0	0%	0	0%	9	45.0%	11	55.0%	<u>20</u>
	Female	0	0%	0	0%	6	26.1%	17	73.9%	<u>23</u>
	Total	0	0%	0	0%	15	34.9%	28	65.1%	<u>43</u>
Maori	Male	0	0%	0	0%	3	100%	2	100.0%	<u>2</u>
	Female	0	0%	0	0%	3	42.9%	4	57.1%	<u>7</u>
	Total	0	0%	0	0%	3	33.3%	6	66.7%	<u>9</u>

### End of Year Data 2020

- 100% of All Students are achieving AT or ABOVE the expected Curriculum Level.
- 100% of Boys are achieving AT or ABOVE the expected Curriculum Level.
- 100% of Girls are achieving AT or ABOVE the expected Curriculum Level.
- 100% of Māori students are achieving AT or ABOVE the expected Curriculum Level.

# Analysis of Variance Reporting



<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>Implemented collaborative Spiral of Inquiry to capture the progress and achievement of focus students in Mathematics by using assessment tools and student voice.</p> <p>Took part in Developing Mathematical Communities (DMIC) PLD with Piritahi Schools</p> <p>Teachers implemented to DMIC 'norms' and worked with groups to develop strategies</p> <p>Teachers were observed by a DMIC mentor twice a term</p> <p>Worked on a DMIC Spiral of Inquiry with Piritahi Across School Leads</p> <p>Gathered evidence and implemented strategies to address issues identified in the Spiral of Inquiry.</p> <p>Used curriculum levels to make OTJs and aligned our report to parents with this.</p> <p>Digital tools were used to improve engagement, motivation, and achievement of all students, in particular boys and</p>	<p>See above. Significant increases in achievement in Maths were made across the school.</p> <p>Motivation, engagement, and confidence increased in the majority of students in writing with a number of them contributing to newsletters and other purposeful opportunities.</p> <p>Assessment data was analysed thoroughly to assess next steps for learning.</p> <p>Students who took part in DMIC sessions developed an understanding of the DMIC 'norms'</p> <p>Most students developed skill in explain their thinking and strategies in DMIC sessions</p>	<p>Teachers used DMIC norms with students. Mathematical concepts/reasoning will be visible to students.</p> <p>Students will co-construct teaching/learning.</p> <p>Teachers supported learners to identify goals and discuss them.</p> <p>Teachers used the Shadow Coaching tool to self-reflect, discuss and develop culturally responsive practices.</p> <p>Teachers connected Math teaching practice and lessons with the cultural contexts of learners.</p> <p>Teachers collected evidence and reflected on their practice and next steps/strategies they will implement.</p> <p>Teachers developed skills that enabled them to articulate their SOI, next steps and how/what they will change in response to evidence.</p> <p>Assessment data was gathered,</p>	<p>Develop more strategies of effective and culturally responsive teacher practice.</p> <p>Track, monitor progress and regularly discuss assessment data, student needs and effective resourcing and teacher practice to enable all students to make progress.</p> <p>Where children are at risk of not achieving, an IEP is developed in partnership with parents and support agencies to target specific goals and accelerate progress.</p> <p>Encourage risk-taking, listen to 'student voice' and create opportunities for student choice. Continue to contextualise Maths programmes within our local and Inquiry Curriculum.</p> <p>Implement the Ward School Mathematics curriculum plan including planning for DMIC Maths.</p> <p>Trial DMIC assessment activities to assess where learners are at and identify needs.</p> <p>Model next steps, how to achieve these and support learners to identify if they have met these.</p> <p>Identify and where appropriate co-construct specific Learning Intentions and support students to identify when they have met these and what their next steps are.</p> <p>Timetable teacher aide time to support learners in both Rock Pool and Reef.</p>

<p>students identified as not making expected progress or not achieving expected curriculum level.</p> <p>Teacher regularly met via Zoom and/or email to plan, review and update learning programmes in response to needs during COVID19 lockdown.</p> <p>Implemented yoga and counselling to support learners after COVID19 Lockdown as a result of URF funding.</p>	<p>Teacher knowledge of the Spiral of Inquiry increased and teaching was focused on individual student needs.</p>	<p>analysed and next learning steps identified.</p> <p>Learning goals, next steps and how to achieve them are verbalised by students.</p> <p>Goals are shared in student-led 3 Way Conversations (T1 &amp; 3)</p> <p>Learner needs informed planning &amp; assessment.</p>	<p>Students will use Seesaw to share their learning and show what they can do/know and their next steps with their whanau.</p> <p>Regularly report to parents about where their child is at and how they can help at home.</p> <p>Continue to develop confidence and skill in the use of digital technologies, when appropriate, to teach, engage and motivate learners.</p> <p>Continue to support whanau and students during COVID19.</p> <p>Be prepared for changes to Alert Levels with COVID 19 and implement the resurgence plan accordingly.</p>
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### Planning for next year:

1. Teachers take part in DMIC PLD sessions to gain further knowledge of the DMIC philosophy, how to plan and assessment examples.
2. Teachers will take part in mentor sessions.
3. Teachers implement the Ward School Mathematics curriculum plan.
4. Teachers take part in observations and use evidence from Shadow Coaching to inform teaching decisions/improve relationships.
5. Development of culturally responsive classrooms/environments.
6. Teachers/students review and develop the learner profile.
7. SOI will present evidence, identify needs and strategies teachers will use to accelerate priority students.
8. SOI will include student/whanau voice.
9. Te Reo Maori Ward School Values will be implemented.

<b>Strategic Aim:</b>	<p><b>2. Strengthening Teacher &amp; Leadership Capability</b></p> <p>To continue to develop a responsive school curriculum with our learners needs and wellbeing at the centre.</p>
<b>Annual Aim:</b>	<p>2.1 Implement reflective practice and critical inquiry through Spirals of Inquiry and Shadow Coaching.</p> <p>2.2 Further develop and implement our Ward School curriculum in response to learners' needs and evidence of high quality teaching and learning.</p> <p>2.3 To make our Ward School curriculum visible in consultation with learners.</p>
<b>Target:</b>	<p>For all our students to be learning, improving and progressing in Reading, Writing and Maths.</p>
<b>Baseline Data:</b>	<p>See above</p>

<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>Implemented an agreed Spiral of Inquiry format and met regularly with Piritahi Across School Leads to discuss and modify/set new inquiry questions.</p> <p>Across School Leads worked with teachers to dig deeper into evidence and ways to collect and collate it in their Spirals.</p> <p>Teachers and teacher aides visited other school within Piritahi to observe Literacy and DMIC sessions as well as other curriculum areas and learning programmes.</p> <p>All teachers and principal took part in PLD with Poutama Pounamu facilitator.</p> <p>Staff and students took part in the NZCER wellbeing survey.</p> <p>Teachers and students took part in the Rongohia te Hau survey, data analysis.</p> <p>Learning and data was shared with the BOT.</p> <p>Imbedded our School values and expectations within the school and community.</p>	<p>See above</p> <p>Teachers were able to identify areas of need based on work carried out in their Spirals.</p> <p>Teacher capability increased with a more in-depth knowledge of their learners and the Spiral of Inquiry framework at Ward School.</p> <p>Planning became more responsive to student needs, with links to their cultural context.</p> <p>Teachers developed a greater understanding of student needs/interests and developed panning with their cultural context at the fore.</p>	<p>Teachers worked collaboratively and through this process, knowledge was shared, planning and teaching was more effective and responsive to student needs.</p> <p>Principal was committed to planning and organising Pirtahi and other facilitators to come to Ward School to lead and support our professional learning.</p> <p>Teachers willingly took part in professional learning and reflected on evidence and practice despite this being challenging at times.</p> <p>Teachers took part in DMIC PLD which explored how planning and contexts for Maths teaching connected with the cultural context, needs and interests of students.</p> <p>Principal and teachers worked in partnership to develop Individual Education Plans for identified students with diverse needs in order to accelerate their progress.</p>	<p>Regular review and monitoring of student progress and achievement through Spiral of Inquiry.</p> <p>Teachers will use the Shadow Coaching tool to self-reflect, discuss and develop culturally responsive practices.</p> <p>Teachers will collaborate with students to develop a learner profile.</p> <p>Students/whanau and teachers will be able to 'see' and talk about our curriculum and the Ward School leaver.</p> <p>Effective, culturally responsive pedagogical practices and shared understandings are agreed. Collaborative Spiral of Inquiry is reviewed and updated.</p> <p>Attend collaborative PLD sessions with Spring Creek, Ward/Wairau Valley and Grovetown Schools (SWaG) with a focus on Inquiry/Localised curriculum and DMIC</p> <p>Ward School curriculum will include the inquiry model and link to the values/themes of the Edible Garden and Enviro School philosophy.</p> <p>Planning and assessment will align with our CAP.</p> <p>Reporting will include revised values and inquiry skills (Key Competencies)</p> <p>Year 7 &amp; 8 Learning programmes will be implemented.</p>
<b>Planning for next year:</b>			
<ol style="list-style-type: none"> <li>1. Effective, culturally responsive pedagogical practices will be aligned with our Values and Localised/Inquiry curriculum.</li> <li>2. Collaborative and individual Spiral of Inquiry Will be developed with support from Piritahi ASLs</li> <li>3. Attend collaborative Inquiry PLD sessions with Spring Creek, Wairau Valley and Grovetown Schools (SWaG)</li> </ol>			

4. Develop connections with Omaka Marae and local iwi (Ngati Kuri) members
5. Take part in Piritahi moderation and SOI sessions.
6. Develop Ward School localised/inquiry curriculum and link to the values/themes of the Edible Garden and Enviro School philosophy.
7. Planning and assessment will align with our revised Curriculum guidelines and CAP
8. Year 7 & 8 learning programmes will be implemented in response to learner needs.
9. Students will take part in 'think-tanks' to assist with creating our localised/inquiry curriculum and learner profile.

<b>Strategic Aim:</b>	<b>3. Hauora: Community/Iwi/Maori Engagement</b> Continue to develop culturally responsive and educationally powerful partnerships between Board of Trustees, families, whānau, iwi and other community groups to enable all students to achieve and contribute to their local community.
<b>Annual Aim:</b>	3.1 Consolidate and implement values and actions from the Poutama Pounamu framework with a view to further developing culturally responsive understandings and practice through DMIC. 3.2 BoT to develop capability in identified areas and in response to community feedback and student achievement data.
<b>Target:</b>	For all our students to be learning, improving and progressing in Reading, Writing and Maths.
<b>Baseline Data:</b>	See above - Maori student data

<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>Teachers participated in professional learning to develop an understanding of the DMIC and Poutama Pounamu framework.</p> <p>Teachers further developed an understanding of Cultural Competencies and DMIC philosophy.</p> <p>Teachers looked at Rongohia te Hau data collected from whanau, students and teachers to identify themes and issues to dig deeper into through our Spiral of Inquiry work.</p> <p>Staff and students took part in the NZCER Wellbeing survey. Data was analysed and themes were explored at a school and Piriathi level.</p>	<p>Teachers developed an understanding of the DMIC and Poutama Pounamu concepts and vision.</p> <p>The Rongohia te Hau survey data was analysed at a teacher only day with future learning a development identified.</p> <p>A clearer understanding of the roles of BoT members and staff was developed.</p>	<p>Committed attendance and participation in meetings and BOT business.</p> <p>A deeper understanding of the governance role of BOT members at Ward School and what this involves.</p> <p>Spirals of Inquiry, our curriculum, learning programmes and appraisal documentation reflected thinking and actions in relation to cultural competencies.</p> <p>Learning and data was shared with the BOT.</p> <p>Teachers developed a deeper understanding of cultural competencies and being responsive to the needs of students.</p> <p>Successful collaboration and building of collective strength and skills as a Board.</p>	<p>Continue to review and update policy, procedures and practice to demonstrate a commitment to the Treaty of Waitangi through policy and processes.</p> <p>Develop strategic thinking in response to learner needs and interests as identified through data, surveys and student voice.</p> <p>Attendance at NZSTA workshops as required.</p> <p>DMIC facilitators will run a parent/whanau hui with staff.</p> <p>Develop relationships with local Nagi Kuri iwi members and attend marae visit.</p> <p>Update policies, plans and documentation.</p>

<p>New Board of Trustees members attended governance workshops along with the Principal.</p> <p>BoT continued to meet via Zoom during COVID19 lockdown.</p> <p>Staff, Governance and Parent Handbooks were updated.</p> <p>The whole school attended a visit to Waikawa Marae.</p>			<p>Acknowledge members and what they bring to the table.</p> <p>Appropriate induction for new members and development for current members, if identified.</p> <p>Review community survey data and review Charter goals, respond to any concerns.</p>
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**Planning for next year:**

1. Spirals of Inquiry, our curriculum, learning programmes and appraisal documentation reflect thinking and actions in relation to cultural competencies.
2. Share learning and data with the BOT.
3. Poutama Pounamu facilitators run a parent/whanau hui with staff.
4. Student voice is collected in response to 'belonging'.
5. Develop relationships with local kaumatua and attend marae visit.
6. Updated policies, plans and documentation.
7. Successful collaboration and building of collective strength and skills as a BoT.
8. Acknowledgement of BoT members and what they bring to the table.
9. Appropriate induction for new BoT members and development for current members, if identified.