

CASHMERE AVENUE SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021



**Cashmere
Avenue School**

Marae Roa o Khandallah

Principal:	Kate Christie
Ministry Number:	2821
School Address:	110 Cashmere Avenue, Khandallah, Wellington 6035
School Phone:	04 939 4700
School Email:	office@cashmere-ave.school.nz
Accounting Provider:	Accounting for Schools Limited

Cashmere Avenue School

Annual Report - For the year ended 31 December 2021

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CASHMERE AVENUE SCHOOL

Statement of Responsibility

For the year ended 31 December 2021

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

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

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

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

DAVID MILLOK

Full Name of Presiding Member



Signature of Presiding Member

17 MAY 2022

Date:

JOANNA STAITE

Full Name of Principal (ACTING)



Signature of Principal

17 May 2022.

Date:

CASHMERE AVENUE SCHOOL

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

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue				
Government Grants	2	2,719,137	2,786,979	2,809,670
Locally Raised Funds	3	193,018	231,266	197,586
Interest Earned		1,677	2,000	1,519
		<u>2,913,832</u>	<u>3,020,245</u>	<u>3,008,775</u>
Expenses				
Locally Raised Funds	3	71,914	102,830	79,785
Learning Resources	4	1,913,943	1,870,248	1,899,108
Administration	5	214,710	209,020	230,441
Finance		1,437	-	1,732
Property	6	642,860	829,161	798,992
Depreciation		82,774	85,000	83,736
Loss on Disposal of Property, Plant and Equipment		1,944	-	-
		<u>2,929,582</u>	<u>3,096,259</u>	<u>3,093,794</u>
Net Surplus / (Deficit) for the year		(15,750)	(76,014)	(85,019)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(15,750)</u>	<u>(76,014)</u>	<u>(85,019)</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.

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Balance at 1 January	601,517	601,517	682,490
Total comprehensive revenue and expense for the year	(15,750)	(76,014)	(85,019)
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	-	-	4,046
Equity at 31 December	585,767	525,503	601,517
Retained Earnings	585,767	525,503	601,517
Equity at 31 December	585,767	525,503	601,517

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.

CASHMERE AVENUE SCHOOL

Statement of Financial Position

As at 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Assets				
Cash and Cash Equivalents	7	145,981	125,503	61,078
Accounts Receivable	8	135,940	130,000	127,163
GST Receivable		9,175	5,000	10,294
Prepayments		8,705	10,000	16,925
Inventories	9	2,460	-	2,460
Investments	10	162,260	120,000	160,605
Funds held for Capital Works Projects	16	-	-	8,472
		464,521	390,503	386,997
Current Liabilities				
Accounts Payable	12	182,848	160,000	160,208
Revenue Received in Advance	13	8,902	-	4,000
Provision for Cyclical Maintenance	14	45,568	20,000	31,163
Finance Lease Liability	15	12,665	7,500	9,395
Funds held for Capital Works Projects	16	1,023	-	-
		251,006	187,500	204,766
Working Capital Surplus/(Deficit)		213,515	203,003	182,231
Non-current Assets				
Property, Plant and Equipment	11	437,907	430,000	481,565
		437,907	430,000	481,565
Non-current Liabilities				
Provision for Cyclical Maintenance	14	46,478	100,000	52,548
Finance Lease Liability	15	19,177	7,500	9,731
		65,655	107,500	62,279
Net Assets		585,767	525,503	601,517
Equity		585,767	525,503	601,517

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

CASHMERE AVENUE SCHOOL
Statement of Cash Flows
For the year ended 31 December 2021

		2021	2021	2020
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		575,974	521,979	562,050
Locally Raised Funds		201,196	231,266	212,509
Goods and Services Tax (net)		1,121	5,299	(609)
Payments to Employees		(347,128)	(328,670)	(428,720)
Payments to Suppliers		(321,754)	(375,384)	(366,696)
Interest Paid		(1,437)	-	(1,741)
Interest Received		1,439	2,422	1,097
Net cash from / (to) the Operating Activities		109,411	56,912	(22,110)
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(34,602)	(28,569)	(30,690)
Purchase of Investments		(1,655)	(28,780)	(160,605)
Net cash from / (to) the Investing Activities		(36,257)	(57,349)	(191,295)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	4,046
Finance Lease Payments		2,254	56,389	(10,067)
Funds Held for Capital Works Projects		9,495	8,472	(8,472)
Net cash from Financing Activities		11,749	64,861	(14,493)
Net increase/(decrease) in cash and cash equivalents		84,903	64,424	(227,898)
Cash and cash equivalents at the beginning of the year	7	61,078	61,079	288,977
Cash and cash equivalents at the end of the year	7	145,981	125,503	61,078

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.

CASHMERE AVENUE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical Maintenance

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

CASHMERE AVENUE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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.

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.

CASHMERE AVENUE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

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 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.

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

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

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

CASHMERE AVENUE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

Classification of leases

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	40 years
Furniture	10 years
Equipment	5 - 10 years
Information Technology	3 - 5 years
Plant & Equipment	10 - 15 years
Grounds Development (non-building)	10 - 20 years
Leased assets are depreciated over the life of lease	Term of Lease
Library Books	12.5% diminishing value

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

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

Non cash generating assets

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

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

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

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

m) Accounts Payable

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

CASHMERE AVENUE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

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, annual leave earned to but not yet taken at balance date.

Long-term employee entitlements

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

The calculations are based on:

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

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) 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.

q) 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).

r) Financial Instruments

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

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

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

CASHMERE AVENUE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

s) 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.

t) Budget Figures

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

u) 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.

CASHMERE AVENUE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2021

2. Government Grants

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Operational Grants	466,458	462,559	473,123
Teachers' Salaries Grants	1,631,559	1,600,000	1,563,358
Use of Land and Buildings Grants	511,604	665,000	684,262
Other MoE Grants	109,516	59,420	86,286
Other government grants	-	-	2,641
	<u>2,719,137</u>	<u>2,786,979</u>	<u>2,809,670</u>

3. Locally Raised Funds

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue			
Donations & Bequests	63,360	70,000	63,548
Curriculum Related Activities	36,304	10,000	38,000
Fees for Extra Curricular Activities	69,511	100,680	75,852
Donations - Other	10,625	36,000	5,985
Other Revenue	1,186	1,200	1,417
Trading	12,034	13,386	12,786
	<u>193,020</u>	<u>231,266</u>	<u>197,586</u>
Expenses			
Extra Curricular Activities Costs	69,200	97,730	74,584
Trading	2,714	5,100	5,201
	<u>71,914</u>	<u>102,830</u>	<u>79,785</u>
<i>Surplus for the year Locally raised funds</i>	<u>121,106</u>	<u>128,436</u>	<u>117,801</u>

4. Learning Resources

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Curricular	12,941	18,936	14,373
Employee Benefits - Salaries	1,844,482	1,787,707	1,834,117
Information and Communication Technology	20,541	31,105	28,821
Library Resources	1,045	1,000	1,208
Staff Development	34,934	31,500	20,589
	<u>1,913,943</u>	<u>1,870,248</u>	<u>1,899,108</u>

CASHMERE AVENUE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2021

5. Administration

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	7,007	6,574	7,476
Board of Trustees Fees	4,840	5,060	4,930
Board of Trustees Expenses	6,671	13,350	11,228
Communication	4,198	7,000	6,483
Consumables	10,493	11,500	11,462
Employee Benefits - Salaries	133,818	136,846	148,268
Operating Lease	15,841	-	12,793
Other	16,384	11,000	16,769
Insurance	8,558	9,690	8,732
Service Providers, Contractors and Consultancy	6,900	8,000	2,300
	214,710	209,020	230,441

6. Property

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	6,530	8,635	8,276
Consultancy and Contract Services	75,535	78,744	77,622
Cyclical Maintenance Expense	16,335	23,000	(22,190)
Grounds	5,717	5,500	1,257
Heat, Light and Water	19,124	22,550	18,053
Rates	2,113	2,210	1,975
Repairs and Maintenance	4,393	20,700	26,459
Security	1,509	2,822	3,278
Use of Land and Buildings	511,604	665,000	684,262
	642,860	829,161	798,992

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

CASHMERE AVENUE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2021

7. Cash and Cash Equivalents

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash on Hand	150	150	150
ASB CAS BoT 0	131,929	119,253	54,920
ASB CAS BoT 1	-	6,100	6,008
ASB 59 - Savings on Call	13,902	-	-
Cash and cash equivalents for Cash Flow Statement	145,981	125,503	61,078

Of the \$145,981 Cash and Cash Equivalents, \$1,023 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2022 on Crown owned school buildings under the School's Five Year Property Plan.

8. Accounts Receivable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Receivables	1,101	-	-
Interest Receivable	285	-	422
Teacher Salaries Grant Receivable	134,554	130,000	126,741
	135,940	130,000	127,163
Receivables from Exchange Transactions	1,386	-	422
Receivables from Non-Exchange Transactions	134,554	130,000	126,741
	135,940	130,000	127,163

9. Inventories

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Stationery	2,029	-	2,029
Clothing	431	-	431
	2,460	-	2,460

CASHMERE AVENUE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2021

10. Investments

The School's investment activities are classified as follows:

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	162,260	120,000	160,605

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2021	\$	\$	\$	\$	\$	\$
Assistive Technology	680	-	-	-	(174)	506
Equipment	78,941	10,330	-	-	(15,104)	74,167
Furniture	57,192	1,795	-	-	(12,540)	46,446
Grounds Development	126,889	-	-	-	(10,123)	116,766
Information Technology	54,717	12,298	-	-	(20,204)	46,812
Leased Assets	25,435	14,948	(1,944)	-	(13,916)	24,524
Leasehold Improvements	97,605	-	-	-	(2,793)	94,811
Library Resources	28,428	1,691	-	-	(3,659)	26,460
Plant	11,676	-	-	-	(4,261)	7,415
Balance at 31 December 2021	481,565	41,062	(1,944)	-	(82,774)	437,907

The net carrying value of equipment held under a finance lease is \$24,524 (2020: \$25,435).

	2021	2021	2021	2020	2020	2020
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Assistive Technology	868	(362)	506	868	(188)	680
Equipment	181,768	(107,601)	74,167	171,438	(92,497)	78,941
Furniture	192,124	(145,678)	46,446	190,329	(133,138)	57,192
Grounds Development	221,215	(104,449)	116,766	221,215	(94,326)	126,889
Information Technology	176,410	(129,599)	46,812	164,112	(109,395)	54,717
Leased Assets	70,977	(46,453)	24,524	60,515	(35,080)	25,435
Leasehold Improvements	111,732	(16,921)	94,811	111,732	(14,128)	97,605
Library Resources	96,292	(69,832)	26,460	94,601	(66,173)	28,428
Plant	81,061	(73,646)	7,415	81,061	(69,385)	11,676
Balance at 31 December	1,132,447	(694,541)	437,907	1,095,871	(614,310)	481,565

CASHMERE AVENUE SCHOOL
Notes to the Financial Statements
For the year ended 31 December 2021

12. Accounts Payable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Creditors	37,558	23,000	22,777
Accruals	7,007	7,000	6,574
Employee Entitlements - Salaries	134,554	130,000	126,741
Employee Entitlements - Leave Accrual	3,729	-	4,116
	<u>182,848</u>	<u>160,000</u>	<u>160,208</u>
Payables for Exchange Transactions	182,848	160,000	160,208
Payables for Non-exchange Transactions - Other	-	-	-
	<u>182,848</u>	<u>160,000</u>	<u>160,208</u>

13. Revenue Received in Advance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Other Revenue in Advance	8,902	-	4,000
	<u>8,902</u>	<u>-</u>	<u>4,000</u>

14. Provision for Cyclical Maintenance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Provision at the Start of the Year	83,711	105,901	105,901
Increase/ (decrease) to the Provision During the Year	16,335	23,000	(22,190)
Use of the Provision During the Year	(8,000)	(8,901)	-
Provision at the End of the Year	<u>92,046</u>	<u>120,000</u>	<u>83,711</u>
Cyclical Maintenance - Current	45,568	20,000	31,163
Cyclical Maintenance - Term	46,478	100,000	52,548
	<u>92,046</u>	<u>120,000</u>	<u>83,711</u>

CASHMERE AVENUE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2021

15. Finance Lease Liability

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
No Later than One Year	15,820	7,500	9,395
Later than One Year and no Later than Five Years	22,664	7,500	9,731
Later than Five Years	-	-	-
Future Finance Charges	(6,642)	-	-
	<u>31,842</u>	<u>15,000</u>	<u>19,126</u>
Represented by			
Finance Lease Liability - Current	12,665	7,500	9,395
Finance Lease Liability - Term	19,177	7,500	9,731
	<u>31,842</u>	<u>15,000</u>	<u>19,126</u>

16. Funds Held for Capital Works Projects

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

2021		Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
5YA Bathrooms	<i>completed</i>	(8,472)	88,528	(80,056)	-	-
Temporary Slip Fencing	<i>in progress</i>	-	-	(6,015)	-	(6,015)
SIP Block 2 Upgrade	<i>in progress</i>	-	42,183	(35,145)	-	7,038
Totals		<u>(8,472)</u>	<u>130,711</u>	<u>(121,216)</u>	<u>-</u>	<u>1,023</u>

Represented by:

Funds Held on Behalf of the Ministry of Education
Funds Due from the Ministry of Education

-
1,023

1,023

2020		Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
5YA Fire Alarms	<i>completed</i>	-	25,683	(25,683)	-	-
5YA Fencing	<i>completed</i>	-	63,490	(63,490)	-	-
5YA Bathrooms	<i>in progress</i>	-	-	(8,472)	-	(8,472)
Totals		<u>-</u>	<u>89,173</u>	<u>(97,645)</u>	<u>-</u>	<u>(8,472)</u>

CASHMERE AVENUE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2021

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.

18. Remuneration

Key management personnel compensation

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

	2021 Actual \$	2020 Actual \$
Board Members Remuneration	5,060	4,930
Leadership Team Remuneration	469,626	445,803
Full-time equivalent members	4.00	4.00
Total key management personnel remuneration	474,686	450,733

There are 7 members of the Board excluding the Principal. The Board had held 11 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150 - 160	140 - 150
Benefits and Other Emoluments	3 - 4	3 - 4

Other Employees

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

Remuneration \$000	2021 FTE Number	2020 FTE Number
100 - 110	3	2
110 - 120	1	-
	4	2

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

CASHMERE AVENUE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2021

19. Contingencies

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

Holidays Act Compliance – schools payroll

The Ministry of Education performs payroll processing and payments on behalf of 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. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed. To the extent that any obligation cannot reasonably be quantified at 31 December 2021, a contingent liability for the school may exist.

20. Commitments

(a) Capital Commitments

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

- (i) for temporary slip fencing of which \$6,015 has been spent at balance date.
 - (ii) for Block 2 SIP project with a total value of \$421,831 of which \$27,645 has been spent at balance date.
- (Capital commitments at 31 December 2020: \$214,580).

(b) Operating Commitments

As at 31 December 2021 the Board has not entered into any contracts.

21. Financial Instruments

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

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
Financial assets measured at amortised cost	\$	\$	\$
Cash and Cash Equivalents	145,981	125,503	61,078
Receivables	135,940	130,000	127,163
Investments - Term Deposits	162,260	120,000	160,605
Total Financial Assets Measured at Amortised Cost	444,181	375,503	348,845
Financial liabilities measured at amortised cost			
Payables	182,848	160,000	160,208
Finance Leases	31,842	15,000	19,126
Total Financial Liabilities Measured at Amortised Cost	214,690	175,000	179,334

22. Events After Balance Date

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

CASHMERE AVENUE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2021

23. Cashmere Avenue School & Community Cochran Hall

During 2002-2003 the school was involved in having a Hall built on the school grounds. The Cochran Hall is a Cashmere community asset. It replaces the Cashmere Avenue School Community Hall that was demolished in 2001. The school community, Khandallah Arts Theatre and the local Cashmere community, along with the Methodist Church, were involved in raising funds to finance the Cochran Hall. The funds raised were not the property of the School and are not disclosed in the Statement of Financial Performance or the Statement of Financial Position. A Board of Administration has been established to run the Cochran Hall.

Ownership of the Cochran Hall was passed to the Ministry of Education at completion of the project for a notional \$1. The repayment of the \$60,000 loan from the Methodist Church was completed in 2010. In 2014 the asset of \$60,000 was written off through changes in the Statement of Equity.

24. COVID 19 Pandemic on going implications

Impact of Covid-19

During 2021 the country moved between alert levels. During February and March 2021 Auckland was placed into alert levels 3 and 2 and other parts of the country moved into alert level 2.

Towards the end of June 2021, the Wellington region was placed into alert level 2 for one week.

Towards the end of August 2021, the entire country moved to alert level 4, with a move to alert level 3 and 2 for everyone outside the Auckland region three weeks later. While Auckland has remained in alert level 3 for a prolonged period of time the Northland and Waikato regions have also returned to alert level 3 restrictions during this period.

Impact on operations

Schools have been required to continue adapting to remote and online learning practices when physical attendance is unable to occur in alert level 4 and 3. Schools continue to receive funding from the Te Tāhuhu o te Mātauranga | Ministry of Education, even while closed.

However, the ongoing interruptions resulting from the moves in alert levels have impacted schools in various ways which potentially will negatively affect the operations and services of the school. We describe below the possible effects on the school that we have identified, resulting from the ongoing impacts of the COVID-19 alert level changes.

Reduction in locally raised funds

Under alert levels 4,3, and 2 the school's ability to undertake fund raising events in the community and/ or collect donations or other contributions from parents, may have been compromised. Costs already incurred arranging future events may not be recoverable.

CASHMERE AVENUE SCHOOL

Members of the Board

For the year ended 31 December 2021

Name	Position	How position on Board gained	Occupation	Term expired/expires
David Miller	Presiding Member	Elected 2016, re-elected 2019	Management Consultant	September 2022
Kate Christie	Principal	Appointed April 2017	Principal	
Kate Redgewell	Deputy Chairperson	Elected 2019	Senior Strategy Advisor	September 2022
Leigh Robson	Staff Representative	Selected May 2018, re-elected June 2019	Teacher	November 2021
Richard Barrett	Parent Rep	Elected December 2020	Manager	December 2023
Simon Hoar	Parent Rep	Elected December 2020	Manager	December 2023
Abigail Johnston	Parent Rep	Elected December 2020	Research Manager	December 2023
Marianne Taylor	Parent Rep	Elected June 2016, re-elected June 2019	Creative Producer	September 2022
Tricia Will	Staff Representative	Selected November 2021	Teacher	November 2022

CASHMERE AVENUE SCHOOL

Kiwisport Statement

For the year ended 31 December 2021

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

In 2021, the School received \$4,660 (2020: \$4,587) in Kiwisport funding as part of the Operational Grant.

The funding was spent on extra PE equipment and supporting outside school hours participation in miniball, touch rugby, winter netball, junior summer netball and the Kiwi Tryathlon. Teams were supplied with uniforms and equipment. A member of the teaching staff acted as liaison between the parent coaches and managers and the school. School facilities were made available to these sports teams to practice.

The Board contracted Easyswim to run a Kiwi Sport supported swimming and water safety programme for all the children.

Independent auditor's report

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

The Auditor-General is the auditor of Cashmere Avenue School (the School). The Auditor-General has appointed me, Michael Rania, 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 20, which comprise the statement of financial position as at 31 December 2021, and the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion, the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2021, and
 - its financial performance and its cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector - Public Benefit Entity Standards Reduced Disclosure Regime (Public Sector PBE Standards RDR)

Our audit was completed on 17 May 2022. This is the date at which our opinion is expressed.

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

Basis for Opinion

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

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

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

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as

applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 21 to 22, and pages 26 to 47 but does not include the financial statements, and our auditor's report thereon.

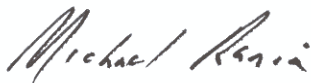
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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 (Revised): 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.



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



Cashmere Avenue School

Marae Roa o Khandallah

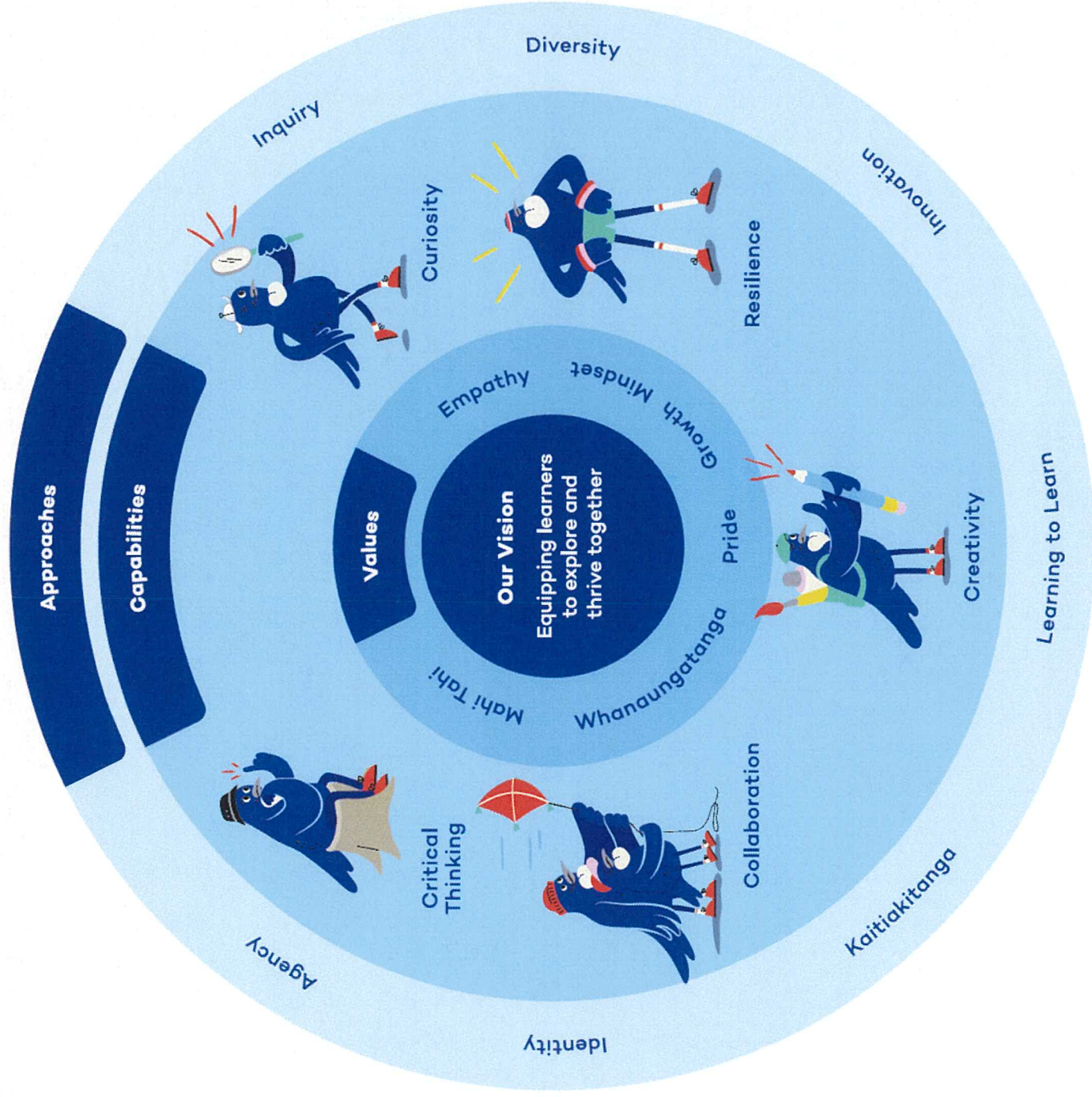
2021 charter Variance





**Cashmere
Avenue School**

Marae Roa o Khandallah



**Our way
of learning**

Strategic Goals, Measures and Actions 2019 - 2022

Strategic Goals	What We Will Measure	What We Will Do
Relationships Through <i>mahi tahi</i> we will achieve <i>whanaungatanga</i> by valuing diversity, empathy and collaboration.	<ul style="list-style-type: none"> Whānau, students, staff voices contribute to decision making Teachers have grown in capability through collaboration Teachers are supported to be risk takers and explorers, who inquire into CAS' approaches to teaching and learning Student identities and whānau knowledge and culture are planned for and celebrated in programme design and the life of the school 	<ul style="list-style-type: none"> School wide, school to home and cluster collaborations Commit and contribute to the Kāhui Ako Culture of coaching Identity, diversity, culture celebrations - from individual to school-wide Investment in people Staff, whānau, student consultations Cohesive school vision for all stakeholders
Powerful Learning Opportunities Creative learners who use learning processes to be inquiring, critical learners.	<ul style="list-style-type: none"> Leadership collaboratively develops and pursues the school's vision, goals and targets for equity and excellence Students consistently experience learning opportunities that are inquiry and agency based, with high authenticity Curriculum design ensures high standards of student achievement as well as opportunities for students to explore and create 	<ul style="list-style-type: none"> Develop our thinking, processes and systems to be focused on <i>learning</i> centred Evidence based learning initiatives Equitable access to eLearning devices Student-led learning pathways Explore learning approaches in other school settings that align to our vision High-quality professional learning Curriculum design in response to our vision
Internal Self Proud, motivated learners who explore self and take risks	<ul style="list-style-type: none"> Students are given opportunities that enable them to progress across the CAS capabilities for learners School learning environments enable learners to learn how they learn The wellbeing of all our people continues to grow and be observed 	<ul style="list-style-type: none"> Increasing number of flexible teaching & learning spaces Collaboration to ensure the wellbeing of all Growth of leadership opportunities Parent support for child's resiliency Implementation of metacognition Behaviour plan and curriculum are designed to strengthen the internal self

School Background

We are a contributing, Decile 10 primary school in Khandallah, situated below Mt Kaukau and with Wellington Harbour views before us. We end our year with a roll of 350 students. We have three teaching teams: Juniors Yr 0-2, Middles Yr 3-4, Seniors Yr 5-6 - each supported by an Associate Principal. One Associate Principal is currently released and is our Special Education Needs Coordinator (SENCo).

The school enjoys a supportive and encouraging community and Board of Trustees. Whānau are fully engaged in supporting school life; they are present daily: often seen in classrooms helping out or organising eventful fundraising activities to raise funds that support our indoor and outdoor learning environments, and our range of ICT devices, allowing a 1:2 ratio.

The students regularly achieve at their personal bests and are self-managers who set aspirational targets. Collaboration between home and school on student goals supports the progress, achievement and wellbeing of our students.

In 2018, a year-long review of our vision and aspirations from all stakeholders saw our vision develop with capabilities and values expressing further the school's beliefs for education. How our practice aligns to those beliefs is demonstrated on a daily basis through the approaches seen and heard across our school.

At the heart of our school is the way our people weave together. We value mahi tahi - we know that to be one, we work at it, and whanaungatanga - we connect, we care and we support.

Belonging to the Northern Zone Kāhui Ako

Our school is part of a Kāhui Ako (established 2019) consisting of eleven schools stretching up Wellington's northern corridor of suburbs from Crofton Downs through to Churton Park. The community has one secondary school, one intermediate, one full primary (also an integrated Catholic school) and eight contributing primary schools. Our 180 teachers collaborate on shared Teaching as Inquiry processes and professional learning opportunities; our whole staffs come together to connect; and our Board of Trustees meet together to support the goals of the Kāhui Ako.

Māori Engagement

We have a whole school focus on connecting with our whānau. Through our Whānau Group and using our school's relational qualities enabling informal dialogue, we talk in partnership about what matters in the educational setting, focusing on how we can ensure our Māori students will feel a deep sense of belonging. We talk about progressing achievement by understanding each family setting. Our 'Getting to Know Your Child' forms and parent talks introduce this level of korero.

Whānau and Community Engagement

Both the community and the school are committed to a supportive partnership. Various initiatives maintain this school quality:

- Open, regular communication with teachers
 - Student Led Conferences
 - Parent Information Evenings on current learning approaches and building children's resilience
- Home and School Committee
- Teacher, school leadership and Board representation at monthly meetings to share news, information and to gain their thoughts on new plans
 - School picnic

Consultation and Collaboration

- Home and School communication
- Annual parent feedback planned by Board
- Wellbeing at School Survey - Students and Teachers
- Teacher surveys to inform co-ordinators and SLT on decision making
- Teacher Think Tanks
- Goal setting meetings with parents
- Student agency surveys
- Student Council
- Whānau Rōpu

Supporting Diversity

The school welcomes and enjoys the rich diversity of students' cultures, backgrounds and learning experiences. There is particular acknowledgement of the importance of Te Reo Māori and Tikanga Māori in the school to celebrate New Zealand's bicultural heritage, and this is seen through the Board's commitment to fund a Te Reo and Tikanga teacher who works with classes and teachers weekly, breathing life into the language of Māori across the school. With the Senior Leadership Team's support, a teacher has the responsibility of planning the school's integration of Tikanga practice.

The school values the views and aspirations of the school's Māori community. Whānau Hui are held to seek perspectives on new initiatives and feedback on existing programmes. The school enjoys a rich and active relationship with its marae, Maraeroa Marae and kaumatua.

The school has a staff member who fulfils the role of Cultural Celebrations Co-ordinator. This role promotes cultural festivals and develops plans for the whole school to celebrate different cultures.

Inclusion

Inclusive processes and practices are in place to support all students with special learning needs or physical disabilities and transition them – on enrolment, when moving to a new teacher, and when transitioning to other schools.

The students and classroom teachers are well supported by a support team including a SENCo (our released AP), a SENCo support and experienced teacher aides. There are clear procedures and systems for developing and reviewing Individual Education Plans (IEPs) for high needs students and intervention plans (Priority Student Learning Stories) for moderate needs of students. The teachers embrace working in a collaborative partnership with the students' parents and external support specialists to develop appropriate learning goals, resources and adaptations to their learning programmes to ensure all students thrive. Able students are identified and Associate Principals and colleagues provide support and guidance to classroom teachers to adapt the programmes for these students where required, however our commitment to personalised learning ensures all students are carefully planned for.

We are committed to see each child having access to the environment he / she needs in order to learn at a high standard. Our environment has a developing number of flexible learning environments that cater for the individual styles of our learners. Our school is equipped with modern bathroom amenities that support children's physical needs.

Variance Key

For the purpose of reporting and self review, the outcomes have been coded a colour according to how they were performed. There is a brief description with evidence for each outcome where appropriate.

Completed - Strong evidence of outcome

Completed

In progress

Deferred

Reconsidered for reasons relating to: suitability to the year's focus; timeframes; unique, unforeseen events.



**Cashmere
Avenue School**
Marae Roa o Khandallah

ANNUAL IMPLEMENTATION PLAN: 2021

Initiatives: What we will do	Specific Actions for 2021	Outcomes: How will we know if we have been successful.
Strategic goal: Through <i>mahi tahi</i> we will achieve <i>whanaungatanga</i> by valuing diversity, empathy and collaboration Kāhui Ako Achievement Challenge: Strong, secure cultural identities and sense of belonging; Equitable outcomes for all		
<ul style="list-style-type: none"> School wide, school to home and Kāhui Ako collaborations Culture of coaching Identity, diversity, culture celebrations - from individual to school-wide Investment in people Staff, whānau, student consultations Cohesive school vision for all stakeholders 	<ul style="list-style-type: none"> Associate Principals coached by leadership consultant Mark Sweeney, twice per term. APs explore feedback in November from their syndicate teams and fellow SLT members to create their leadership goals for 2022 SLT explore how to maximise collaboration time on strategic leadership 	<ul style="list-style-type: none"> APs are supported and equipped to grow the people they directly lead APs can report accurately on the growth of their teachers APs are equipped to progress the school's Strategic Goals and Achievement Targets. AP wellbeing is energised School strategic decisions are timely. There has been enough time to consult and collaborate before strategic decisions. <p>APs attended the WRPPA Conference. Highlights were 'managing self-care' to be effective leaders; personally choosing the activities that support our wellbeing. Mark Sweeney (leadership consultant) coaches APs twice per term. This affects the personal growth of APs and the growth of their goals. This impacts choices of acts of</p>

	<p>leadership that grow staff.</p> <p>The 360 Review Process successfully completed to enable APs to identify their new leadership goals for 2022.</p> <p>COVID Lockdown interrupted the strategic actions planned for Term 3 with writing and Kāhui Ako mahi.</p> <p>Growth Points for 2022:</p> <ul style="list-style-type: none">- Continue coaching with Mark Sweeney with the focus on growing the strategic actions- Continue SLT group work with Mark- 90 min conversations with APs and Principal on the 'State of Play' in teams- Strengthen use of and mental models of the Face of Leadership- Self-reviews in response to Face of Leadership	
<ul style="list-style-type: none">• Tuakana Teina Co-ordinator role formed with indicators.• Tuakana Teina Co-ordinator explores opportunities for the promotion and development of wellbeing, leadership and service programmes• Student Council to plan next school mural that symbolises our people / our school	<ul style="list-style-type: none">• Student Council have voice in the school's decisions• Middle and junior students regard Seniors as other resources of support• Students can connect with local identity. <p>Student Council have actioned initiatives e.g. raising money for new toys for the sandpit, 40 Hour Famine. They share their decisions and actions in CAS Assembly, modelling student voice; they are equipped and speak with empowerment.</p> <p>Peer Mentors offer activities to opt into at lunchtime for younger students, showing mahi tahi and empathy.</p> <ul style="list-style-type: none">- These generated a lot of excitement and engagement from younger students with many keen to attend activities.	<ul style="list-style-type: none">• Teachers connect across the KA, and are enabled to freely learn from each other
<ul style="list-style-type: none">• Kāhui Ako events:<ul style="list-style-type: none">- Term 1, Teacher led workshops for teachers across		

schools to opt into. Workshops relate to the Achievement Challenges of the KA.

- Teachers engage with the processes and Achievement Challenges of the Kāhui Ako.

- Teachers understand the purpose of professional inquiries *Move this*
- Teachers feel supported to take risks and explore strategies / approaches *Move this*
- Student outcomes in the areas of the KA Achievement Challenges supported
- Teachers engage in dialogue that supports the mahi of their colleagues

Staff attended and presented at the Kāhui Ako Cluster day. This day helped provoke ideas for TAI goals, which are aligned to the KA Challenges and aligned to our approaches. Staff are coached to equip them to action these changes to their practice. Student survey on all Achievement Challenges from Kāhui Ako showed strong evidence of the outcomes. Staff attended the KA wide staff meetings pertinent to their chosen area of growth. They enjoyed the chance to connect. They are now wanting to learn who to observe in our KA.

- Whānau education on Education 3.0 from Mark Osborne, Term 3

- Whānau are informed on why the school's vision is future focused, and our approaches support students for their future. Whānau support the school's development.

Deferred to next year to support the opening of the next modernised learning space; end of February.

- Hermann Model PLD for new teams and new teachers / 30 hour per week support staff employees

- Team relationships grow amongst staff and empathy for others' needs in the workplace is developed.

The new staff from January 2021 have been assessed for their thinking preference which they have shared with their APs and Principal. It has supported ways of working in teams and utilising strengths. New teaching staff from 2021 and 2022 would need their profiles

<ul style="list-style-type: none"> Coaching for Co-Teaching partnerships with Mark Osborne x4 sessions per team per year 	<p>completed.</p> <ul style="list-style-type: none"> Relationship between co-teachers is equitable, leading to strong student outcomes in core subjects and the learner capabilities. <p><i>It was decided that we had capacity within our staff to do this via our APs. A process has been created to establish and grow and equip teams through coaching. Teams are coached termly or as needed. Where needed, additional support has been resourced to support the success of co-teaching partnerships.</i></p> <p><i>Next steps for 2022: Inquire into whether an introductory course from M Osborne is needed for our new staff or interested staff.</i></p>
<ul style="list-style-type: none"> Co-teaching approach PLD planned for Senior team in 2022 to support modernisation in next 5YA (2022). 	<ul style="list-style-type: none"> Teachers are equipped to provide learning in flexible environments Teachers collaborate in decision making for modernisation <p><i>Needs to be offered to staff who have not had co-teaching PLD experience.</i></p>
<ul style="list-style-type: none"> Cultural Celebrations Co-ordinator to plan at least two school wide cultural events 	<ul style="list-style-type: none"> Students exhibit whanaungatanga by reporting an understanding of how cultures are celebrated A variety of cultural events are celebrated throughout the year, reflected in the Wellbeing Survey with students feeling their culture has been acknowledged. <p><i>CCC provides resources for staff to explore with their children. Students demonstrate respect and awareness of the cultural diversity of our school.</i></p> <p><i>2022: Utilise the KA survey to support teachers whose children report that they struggle to see their culture identified.</i></p>
<ul style="list-style-type: none"> The diverse whakapapa of our CAS people is planned to be explored and celebrated. 	<ul style="list-style-type: none"> CAS people report in the Wellbeing Survey a sense of belonging and that their culture is identified.

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<p>Kāhui Ako created an additional Survey. Identity, as an Approach, and Culture and Identity, as an Enduring Understanding, also provide opportunities for cultures to be explored and celebrated.</p> <p>The KA survey indicated that a number of our students struggle to see their culture identified.</p> <p>2022: Utilise the specific data from the surveys to understand what relational teaching approaches need to be amplified. Share this data with the teachers.</p>	<ul style="list-style-type: none"> Digital face of CAS clearly communicates our vision and how this presents in classroom programmes Whānau informed on what to expect their child's school life to look like Whānau support school with initiatives and fundraisers that grow these learning opportunities <p>WSLs place an informative paragraph in each newsletter about the school's approaches to curiosity and creativity. Beginning School meetings have incorporated increased messaging on our vision. Feedback from Applicants during Interview processes 2021 provides evidence that our Website is communicating our vision clearly. Student Led Conference feedback from parents shows that the school's approach to learning has developed.</p> <ul style="list-style-type: none"> More Te Reo spoken by staff and students. Inclusion of Te Ao Māori in classes consistent. All teachers progress in the NZ Teaching Standard for Te Reo <p>Matua Alwyn supports teachers and students as learners. Initial callback day was at Maraeroa Marae where all staff created a Te Reo goal. These are discussed in team meetings and reflected upon and recorded.</p>
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<p>We are seeing increased evidence of Te Reo and Tikanga in classrooms and across the environment.</p> <p>2022: Continue to hear Te Reo being naturally present in classes. Consult with the Whānau Group - what would they want their child to hear and experience in their class.</p> <p>In Appraisal Summaries we will ask teachers to review their goal's progress.</p> <ul style="list-style-type: none"> Staff develop understanding of 'Learning to Learn' approach i.e empathy for themselves and others, utilise new learning in classrooms with students. Leadership organisation and decisions reflect awareness of the staff's thinking preferences. <p>New permanent staff had their Hermann profiles completed and these have been shared with their teams to identify how we can utilise their strengths and to create greater understanding and mahi tahi. However, with staff changes there are staff that currently aren't able to share their profiles. We recognise that staff will need further investment into Learning to Learn approaches.</p> <p>2022: Maintain the use of the Hermann Model as a leadership strategy and personal reflection tool. However, support teachers with the Learning to Learn approach through other avenues.</p> <ul style="list-style-type: none"> Staff report on students' increased independence and growth mindset Parents are further equipped to set goals with teachers at goal setting interviews <p>The Kāhui Ako invited Kathryn to speak. This was promoted by CAS teachers to parents; a number of our parents attended the talk.</p> <ul style="list-style-type: none"> Less playground incidents for APs/ 	<p>Hermann Model PLD to support relationships amongst staff and to build empathy. Staff to explore how this knowledge could be used with their students. Part-time staff assessed and any new teachers.</p> <ul style="list-style-type: none"> <p>Kathryn Burkett invited to speak to parents on raising resilience.</p>
	Behaviour Management

	<ul style="list-style-type: none"> • Further integrate use of our new behaviour management plan • Restorative Practice PLD - building teacher's confidence to have restorative chats • Coaching culture supports colleagues to inquire • Communicating our theory and approach with the community 	<ul style="list-style-type: none"> • Principal to work through • Teachers can identify behaviour incidents of differing severity • Students equipped to address conflicts and deciding solutions • Increased score from Teachers' Wellbeing at School Survey <p><i>Behaviour Plan is kept at the forefront of staff's headspace via the Kapa Korero and team meetings. Teaching staff have individually reflected upon their own knowledge and skills in applying the strategies and have created small actions towards this. There have been less queries from staff, showing greater understanding. There have been less playground issues impacting learning. The introduction of Peer Mentor led activities sees more children engaged at lunch times therefore less incidents occur.</i></p> <p><i>2022: Induct new staff and support those less confident in the IYT strategies. Ongoing group coaching in teams to support the implementation of the plan.</i></p>
Initiatives: What we will do	Specific Actions for 2021	Outcomes: How will we know if we have been successful.
<p>Strategic Goal: Creative learners who use learning processes to be inquiring, critical learners.</p> <p>Kāhui Ako Achievement Challenge: Confident, capable empowered learners</p> <ul style="list-style-type: none"> • Develop our thinking, processes and systems to be focused on <i>learning</i> centred • Evidence based learning initiatives • Equitable access to eLearning devices • Student-led learning pathways • High-quality, needs based professional learning • Curriculum design in response to future-focused concepts 	<p>Leadership</p> <ul style="list-style-type: none"> • SLT Team to visit a school exceptional in leading change • SLT Team offered leadership PLD • Kāhui Ako PLD on leadership for DPs/APs • SLT Team to engage in a shared leadership reading 	<ul style="list-style-type: none"> • Face of Leadership and SLT Norms upheld with strength. • Each AP able to state what is needed for each team member to make shifts in their learning • Each AP able to provide evidence of supporting teachers who are risk takers and explorers of our approaches • APs utilise leadership tools and mindsets to interdependently lead the strategic plan

	<ul style="list-style-type: none">• External review of school.• Learner Profile: increased communication about it and with it. Integrated use of it with staff and students through all learning designs. Within School Teacher supporting.• Think Tank Learning Process: Explore various Models for Inquiry and Design Thinking to equip staff to identify elements that are essential to the learning process to form the CAS Learning Process. Within School Teacher supporting.	<ul style="list-style-type: none">• Board and leadership team has timely advice on steps to progress forward and is evaluated against steps from 2017's ERO review. <i>The school expects to work with ERO in their new format next year. Given that, we have decided to continue with the internal self reviews, leadership consultant and external feedback the school receives. E.g. Writing PLD, leadership coach, Learning Support / RTLB personnel. The SLT's Face of Leadership has been updated following group work with Mark Sweeney.</i>• The learner capabilities are widely focused on. People can make links between our learning and teaching approaches and the capabilities. People understand our aspiration for our learning skills. <i>Internal PLD has been presented on this focus, particularly with Curiosity, Creativity and Critical Thinking. Coaching with APs on their TAls that link to the capabilities focus supports the progress of this outcome. Formal observations will provide evidence of this work.</i> <i>WSL has collected evidence on students' understanding of the profile from Term 1 to Term 4. Shared back with teams to create growth points.</i> <i>WSLs have been supported by AP to facilitate teacher talk on Curiosity, Creativity and Critical Thinking.</i>• Model of learning process developed and communicated with a graphic• Students articulate in the process <i>We identified that we had already created our Learning Process through our creation of our Learner Capabilities. Introduced process at TO Day before Term 1 and revisited during</i>
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<p>May holidays TO Day and aligned to TAI goals. Staff to action a movement with this through consistent modelling and support this from APs during T3 which is evident in observations by the end of T3. Due to COVID these observations were deferred to T1 2022.</p> <ul style="list-style-type: none"> Greater cohesion observed across the school that is aligned to our approaches. <p>This will be explored by SLT rather than as a whole staff in 2021.</p> <p>2022: Share and explore the practice of the approaches across our school and possibly the KA. Start developing a picture of progression.</p> <ul style="list-style-type: none"> Staff are using the ICT continuum that is clearly aligned with the Digital Technology strand. Staff are equipped to implement all areas of the continuum, evident in observations. <p>Staff meeting held in Term 2 to refamiliarise staff with DT and how it can be planned for and implemented in classrooms.</p> <p>Strong support and resources created by the DT team.</p> <p>Evidence across classes shows that we have equipped the students, now the focus is on our students exploring and using IT to support them.</p> <p>2022: DATs relating to the content of the curriculum. We want to see evidence of students modifying and redefining (refer to the SAMR model). Explore support for staff.</p> <ul style="list-style-type: none"> Our community have a clear understanding of how learning progresses for learners throughout their time at CAS <p>This has been deferred due to the Writing Focus</p>	<p>Creating a cohesive progression of CAS Approaches: Explore the CAS approaches across the school to be able to map out a progression for CAS learners. Be able to link the Capabilities from the Learner Profile within this. Within School Teachers leading.</p> <ul style="list-style-type: none"> <p>Digital Technology Curriculum is woven into classroom practice:</p> <p>DT Team to collect evidence on how CAS is demonstrating the DT Curriculum, identifying and supporting PLD needs and suggesting further resourcing.</p> <ul style="list-style-type: none"> <p>CAS Symposium of learning: CAS Community are invited to an event where children exhibit the learning process in action and the cohesion of our approaches and development of our Capabilities and Learner Process. Within School Teacher leading.</p> <ul style="list-style-type: none">
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	<ul style="list-style-type: none"> • Writing Consultant engaged to support the school on the practice of written language: Explore the components of effective teaching to accelerate learning, especially for boys/ Māori learners. Leadership to ensure the delivery of this in classrooms aligns with our vision and approaches. • CAS Curriculum Review: Think tank to review and align the Cashmere Curriculum to our approaches and learning process to ensure it upholds our CAS Vision. Within School Teacher supporting. • Within School Teacher and syndicate teams offered travel to local schools that are recommended for practice in innovation for students. • A system for tracking our end of year achievement cohorts to be more seamless. 	<ul style="list-style-type: none"> • Increased student outcomes for writing • Consistency in practice of written language as seen in walk throughs, books / online writing samples <p><i>Charlene Mataio from Tools4Teachers working with teachers and leadership during Term 3. Due to COVID, this has been deferred until Term 1 2022.</i></p> <ul style="list-style-type: none"> • The CAS Curriculum equips people to understand the CAS Vision and Approaches to the enact the CAS learning process <p><i>With the new Local Curriculum work is currently being done by MOE so we will review this when this is done.</i></p> <ul style="list-style-type: none"> • Teachers equipped with knowledge of what our approaches look like in practice. • Teachers equipped with models of practice that inform their TAI. <p><i>WSLs have created an opportunity for teachers to work collaboratively and take a day's release to further explore their TAI / KA goals. Sharing of this mahi will occur in Week 7 at the TAI celebration staff meeting.</i></p> <ul style="list-style-type: none"> • Priority Students have access to initiatives that aim to accelerate their achievement. <p><i>Explored what eTAP has to offer as a way of tracking progress. SEN Register has been improved to track the impact of Learner Stories.</i></p> <p><i>2022: Await communication from MoE on a nationwide system.</i></p>
Initiatives: What we will do	Specific Actions for 2021	Outcomes: How will we know if we have been successful.

Strategic Goal: Proud, motivated learners who explore self and take risks
Kāhui Ako Achievement Challenge: Hau ora and wellbeing; Equitable outcomes for all

<ul style="list-style-type: none"> Increasing number of flexible teaching spaces Collaboration to ensure the wellbeing of all Growth of leadership opportunities Parent support for nurturing child's resiliency Implementation of meta-cognitive language 	<ul style="list-style-type: none"> Reflection session for staff on wellbeing and motivation: Mark Sweeney to refresh Glasser's Choice Theory, managing prioritisation and balance of life's tasks. 	<ul style="list-style-type: none"> Staff report on the validity of this learning; staff have choices about how to look after their wellbeing. Leaders can direct staff to those choices and prioritisation tools across the year.
	<ul style="list-style-type: none"> Kathryn Burkett parent evening - developing the resilient child 	<ul style="list-style-type: none"> Students show an increased willingness to explore different opportunities and to independently resolve issues. <p><i>Although not a CAS event, Kathryn spoke at Rāroa however the invite went out to all Kāhui Ako parents.</i></p> <p><i>Less students are reported to the SLT for behavioural incidents - despite the reduced areas for play (our field is closed). There are a number of supporting factors for this:</i></p> <ul style="list-style-type: none"> - Revised Behaviour Plan supporting duty teachers to work through behavioural incidents - PLD for all staff on the strategies in our Behaviour Plan - Our CAS values are part of the everyday language and are embedded in our Behaviour Plan.
	<ul style="list-style-type: none"> 5YA amendment: modernisation of Rms 7, 8, 9 window / door joinery, north side, including an outdoor learning environment. 5YA modernisation plans for 2022 discussed as a Board and SLT Plans for building remediation work with MoE 	<ul style="list-style-type: none"> Students learn in an environment that is flexible to their needs and styles of learning Teachers work in an environment that stretches their skill and energises them Students and staff are in safe environments <p><i>Our continued PLD on student agency and our Learning to Learn approach sees that this remains in progress. These outcomes are tied up in the MoE's modernisation and remediation projects which is proving to be a</i></p>

	<ul style="list-style-type: none"> • Board to discuss how the school nurtures staff wellbeing, and what strategies are in place for students. How are we providing the strategies that support wellbeing / motivation: <ul style="list-style-type: none"> - Having a purpose to be apart of something big - Goal setting - Autonomy - Flexibility - Leadership's control of workload
	<p><i>slow process - work is now due to start February 2022.</i></p> <ul style="list-style-type: none"> • Data informs teachers and SLT on the autonomy owned by students (to support their wellbeing) • Wellbeing is promoted and planned for • Staff report on high levels of motivation <p><i>We are yet to analyse our Student and Staff Wellbeing Survey and we are working through our Kāhui Ako data collected in May 2021. Anecdotaly, the latter so far reports high percentages however we have identified a small group of students that have expressed a low belonging to our school. We have begun tracking their attitudes from teacher observation and have discussed these findings with parents. These students are not represented in our CAS wellbeing survey as showing a low belonging to our school.</i></p>
	<ul style="list-style-type: none"> • Teachers report that the board and SLT strategise to reduce their workload. <p><i>We are yet to analyse our Student and Staff Wellbeing Survey .</i></p> <ul style="list-style-type: none"> • Students increase their confidence to express themselves freely through dance. • Students increase their confidence in their presence. • The Arts Achievement Objectives are deeply explored. <p><i>The Junior Team worked with Creative in Schools through Term 1 and performed in front of the school and parents. Creative in Schools also supported teachers</i></p>

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*preparing dances early Term 2 for
the Middle/Senor School
Production.*

Priority Student Achievement Targets 2021

The following critical baseline information was found when internally evaluating our end of year curriculum level expectations data for 2020 in Reading, Writing and Maths:

- Reading: 92% were at and above the expected level (93% were at/above in 2019)
- Writing: 89% were at and above the expected level (85% were at/above in 2019)
- Maths: 93% were at and above the expected level (92% were at/above in 2019)

This self-review has concluded that Writing will be our achievement and acceleration focus for 2021.

Critical Baseline 2020 Information For Current Students As At January 2021

1. 11% (30) of students did not meet the curriculum level expected in writing.
2. 20% of Year 2 students in 2020 were below in writing.
3. 19% (26/138) boys were below in 2020 for writing. Out of the students below in writing for 2020 86% are boys.

Strategic Goal: Powerful Learning Opportunities - Creative learners who use learning processes to be inquiring, critical learners.

Targets

1. **All students identified for writing:** For 28/30* students who did not meet the curriculum level expected in writing for 2020, to make accelerated progress in 2021.
2. **Boys, Writing:** To have all boys at the expected curriculum level in writing by December 2021.
3. **Māori Students, Writing:** To have all Māori students at the expected curriculum level in writing by December 2021.

Actions	Who	Timeframe	Resources
Parents and teachers collaborate over shared goals for student.	Class Teacher	Formal Parent communication once per term, informal regularly	'Getting to Know Your Child' form; parent interviews
Priority Student tracking: released AP to coordinate tracking systems and ensure all students below expectation are accounted for and SLT analyse the impact on our Priority Students three times each term (Thursday meetings).	Released AP SLT	Released AP: regularly each term SLT: three times each term (Thursday meetings).	Priority Student Learning Stories Student database
Engage with a writing consultant to build a shared understanding on an effective literacy programme, focusing on the practice needed particularly for boys. Teachers offer their feedback on whether there is support they need in an area of the programme. Teams to have PLD support from the writing consultant. SLT to use data from students and feedback from teachers to build a plan	SLT Writing Consultant Teachers with expertise	Term 1, Week 6 - gather data from student samples Term 1, Week 7 - gather data from teacher's survey Term 2, engage consultant	MoE PLD support PLD budget

of support for the teaching of writing.				
Coaching on Priority Students to utilise questions that require teachers to link evidence to data. Coaching to move towards support with direction when needed.	SLT Class Teachers	Coaching twice per term.	Coaching release	
Share evidence that shows which strategies are making an impact. Use of strategies bank - when designing programmes of support and to add to it for colleagues.	Teachers Released AP TAs	Staff meeting twice per year Strategies regularly shared at team meetings	Strategy bank Kāhui Ako Shared practice from outside the KA	
Focus on feedback to students in writing as a school. Use of the Literacy Learning Progressions to support teachers' subject knowledge in feedback.	SLT lead Teachers TAs	All year	Writing Consultant Further professional learning opportunities	
Contexts for learning are authentic and designed in response to the interests of students.	Class Teachers Within School Teachers	All year	Writing Consultant Further professional learning opportunities Kāhui Ako Shared practice from outside the KA	
Explore other approaches to literacy, for programmes that are structured in their progression of skill and knowledge acquisition.	SLT, Teacher Think Tank, TAs	Term 2	Kāhui Ako Shared practice from outside the KA	

*We do not include ORS students in our Achievement Target.

End of Year Target Review

End of year curriculum level expectations data for 2021 in Reading, Writing and Maths:

- Reading: 86% were at and above the expected level (92% were at/above in 2020)
- Writing: 81% were at and above the expected level (89% were at/above in 2020)
- Maths: 89% were at and above the expected level (93% were at/above in 2020)

Analysis of Variance Against Achievement Targets 2021

Strategic Goal: Powerful Learning Opportunities - Creative learners who use learning processes to be inquiring, critical learners.

Targets

1. **All students identified for writing:** For 28/30* students who did not meet the curriculum level expected in writing for 2020, to make accelerated progress in 2021.
2. **Boys, Writing:** To have all boys at the expected curriculum level in writing by December 2021.
3. **Māori Students, Writing:** To have all Māori students at the expected curriculum level in writing by December 2021.

Outcomes in relation to the achievement targets	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>1. All students identified for writing: For 28/30* students who did not meet the curriculum level expected in writing for 2020, to make accelerated progress in 2021.</p> <ul style="list-style-type: none"> 12 out of the 28 made accelerated progress during 2021. They are now at the level expected for writing. 16 out of the 28 did not make accelerated progress. They are below the level expected for writing and remain as Priority Students. <p>2. Boys, Writing: To have all boys at the expected curriculum level in writing by December 2021.</p> <ul style="list-style-type: none"> 11% of boys are above the level expected for writing. <i>Comparatively: 28% of girls are above the level expected for writing.</i> 62% of boys are at the level expected for writing. <i>Comparatively: 60% of girls are at the level expected for writing.</i> 27% of boys are below the level expected for writing. <i>Comparatively: 12% of girls are below the level expected for writing.</i> <p>3. Māori Students, Writing: To have all Māori students at the expected curriculum level in writing by December 2021.</p> <ul style="list-style-type: none"> 10% of Māori students are above the level expected for writing. 49% of Māori students are at the level expected for writing. 41% of Māori students are below the level expected for writing. 	<p>Target 1</p> <p>Reasons for Acceleration</p> <ul style="list-style-type: none"> Coaching conversations with teachers regarding their Priority Students' progress and effective strategies Interventions, such as Reading Recovery and Quick 60 Leadership team's review of Priority Student Learning Stories, ensuring these are purposeful and effective. Associate Principal's 'Syndicate Achievement Inquiry' Writing was transparently made as our strong focus in 2021. Due to dealing with a Covid environment, our other strategic foci were lessened. <p>Reasons for Lack of Acceleration</p> <ul style="list-style-type: none"> A specific year group has achieved well below the other year groups. The SLT will explore the reasons for this however it's important to note that a number of students from this cohort are represented on our SEN register for Priority 2. Students who achieved 'below' the expected level are already identified as having unique needs and are on the SEN register as Priority 2 or 3 (e.g. Dyslexia, behaviour). Students are identified as ESOL; they are learning english alongside the demands of writing: word knowledge, structure and content. The leadership team has identified that the two years of the pandemic has now expressed effects on our teaching and learning. There are several contributing factors such as: absenteeism, time / space to meet as teachers, teachers mental capacity for professional learning. It was concluded in 2020 that a writing facilitator was needed, however due to a 	<p>Continue with focus on Writing</p> <p>Commit to professional Learning for teachers, despite the presence of Covid-19: Consultants (Tools 4 Teachers and Murray Gadd):</p> <ul style="list-style-type: none"> Observe teachers' writing lessons Provide feedback, help identify professional goals that will impact on student outcomes Support teachers to use their assessment and observations to plan Model writing lessons for teachers Provide practical resources and ideas support Feedback given to APs on what support their teachers need. <p>Improve identification and tracking of Priority and Monitored students, with clarification of which children are identified as each.</p> <p>SMART Goals: Support for teachers to set appropriate learning goals for students and provide improved scaffolds for when to deeply analyse assessment information.</p> <p>Use a coaching approach to support teachers to accelerate progress of monitored students.</p>

	<p>regional lockdown in 2021, we were unable to work with our writing consultant. Teachers maintained work towards their goals but were unable to have feedback on these from the facilitator.</p>	
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