

CASHMERE AVENUE SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022



**Cashmere
Avenue School**
Marae Roa o Khandallah

Principal:	Adelle Jensen
Ministry Number:	2821
School Address:	110 Cashmere Avenue, Khandallah, Wellington 6035
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Accounting Provider:	Accounting for Schools Limited

CASHMERE AVENUE SCHOOL

Annual Report - For the year ended 31 December 2022

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Cashmere Avenue School

Statement of Responsibility

For the year ended 31 December 2022

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

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

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

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

David Miller

Full Name of Presiding Member



Signature of Presiding Member

30/5/2023

Date:

Adelle Louise Jensen Broadmore

Full Name of Principal



Signature of Principal

30/5/2023

Date:

Cashmere Avenue School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue				
Government Grants	2	2,868,440	2,671,836	2,719,137
Locally Raised Funds	3	181,375	215,400	193,018
Interest Income		5,796	1,600	1,677
Total Revenue		3,055,611	2,888,836	2,913,832
Expenses				
Locally Raised Funds	3	53,792	69,200	71,914
Learning Resources	4	2,054,888	2,033,259	1,996,717
Administration	5	246,927	191,405	214,710
Finance		3,458	2,400	1,437
Property	6	682,482	679,519	642,860
Loss on Disposal of Property, Plant and Equipment		-	-	1,944
		3,041,547	2,975,783	2,929,582
Net Surplus / (Deficit) for the year		14,064	(86,947)	(15,750)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		14,064	(86,947)	(15,750)

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 2022

Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January	585,767	585,767	601,517
Total comprehensive revenue and expense for the year	14,064	(86,947)	(15,750)
Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	10,653	-	-
Equity at 31 December	610,484	498,820	585,767
Accumulated comprehensive revenue and expense	610,484	498,820	585,767
Equity at 31 December	610,484	498,820	585,767

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 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	7	379,943	101,542	145,981
Accounts Receivable	8	175,088	3,000	135,940
GST Receivable		22,609	5,000	9,175
Prepayments		2,149	1,000	8,705
Inventories	9	-	2,000	2,460
Investments	10	164,896	135,000	162,260
Funds Receivable for Capital Works Projects	16	9,960	-	6,015
		754,645	247,542	470,536
Current Liabilities				
Accounts Payable	12	165,738	34,000	182,848
Revenue Received in Advance	13	10,902	4,000	8,902
Provision for Cyclical Maintenance	14	20,167	25,000	45,568
Finance Lease Liability	15	11,026	20,000	12,665
Funds held for Capital Works Projects	16	266,095	-	7,038
		473,928	83,000	257,021
Working Capital Surplus/(Deficit)		280,717	164,542	213,515
Non-current Assets				
Property, Plant and Equipment	11	400,727	414,278	437,907
		400,727	414,278	437,907
Non-current Liabilities				
Provision for Cyclical Maintenance	14	52,126	75,000	46,478
Finance Lease Liability	15	18,834	5,000	19,177
		70,960	80,000	65,655
Net Assets		610,484	498,820	585,767
Equity		610,484	498,820	585,767

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 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash flows from Operating Activities				
Government Grants		678,499	531,836	575,974
Locally Raised Funds		149,977	208,224	201,196
Goods and Services Tax (net)		(13,431)	4,176	1,121
Payments to Employees		(458,310)	(384,913)	(347,128)
Payments to Suppliers		(349,464)	(369,633)	(321,754)
Interest Paid		(3,458)	(2,400)	(1,437)
Interest Received		5,632	2,260	1,439
Net cash from/(to) Operating Activities		9,445	(10,450)	109,411
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(24,859)	(124,361)	(34,602)
Purchase of Investments		(2,636)	27,260	(1,655)
Net cash from/(to) Investing Activities		(27,495)	(97,101)	(36,257)
Cash flows from Financing Activities				
Furniture and Equipment Grant		10,653	-	-
Finance Lease Payments		(13,752)	64,135	2,254
Funds Administered on Behalf of Third Parties		255,111	(1,023)	9,495
Net cash from/(to) Financing Activities		252,012	63,112	11,749
Net increase/(decrease) in cash and cash equivalents		233,962	(44,439)	84,903
Cash and cash equivalents at the beginning of the year	7	145,981	145,981	61,078
Cash and cash equivalents at the end of the year	7	379,943	101,542	145,981

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

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

Cashmere Avenue School

Notes to the Financial Statements

For the year ended 31 December 2022

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 statements have been prepared for the period 1 January 2022 to 31 December 2022 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expense 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 best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

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.

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

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

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

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

Non cash generating assets

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

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

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

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

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

l) 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.

m) Employee Entitlements

Short-term employee entitlements

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide 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, by non teaching staff, to but not yet taken at balance date.

Long-term employee entitlements

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

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

n) Revenue Received in Advance

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

o) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense.

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

p) Funds held for Capital works

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

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

q) Shared Funds

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

r) Provision for Cyclical Maintenance

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

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

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

s) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

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

t) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

u) Budget Figures

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

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.

2. Government Grants

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	678,499	531,836	575,974
Teachers' Salaries Grants	1,637,380	1,630,000	1,631,559
Use of Land and Buildings Grants	552,561	510,000	511,604
	<u>2,868,440</u>	<u>2,671,836</u>	<u>2,719,137</u>

3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue			
Donations & Bequests	67,304	83,500	73,983
Fees for Extra Curricular Activities	61,875	83,650	69,511
Trading	13,314	8,850	12,034
Fundraising & Community Grants	36,000	36,000	36,304
Other Revenue	2,882	3,400	1,186
	<u>181,375</u>	<u>215,400</u>	<u>193,018</u>
Expenses			
Extra Curricular Activities Costs	51,794	66,700	69,200
Trading	1,998	2,500	2,714
	<u>53,792</u>	<u>69,200</u>	<u>71,914</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>127,583</u>	<u>146,200</u>	<u>121,104</u>

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	22,417	15,340	11,784
Information and Communication Technology	17,896	27,000	20,541
Library Resources	535	800	1,045
Employee Benefits - Salaries	1,914,328	1,883,106	1,845,639
Staff Development	23,903	30,000	34,934
Depreciation	75,809	77,013	82,774
	<u>2,054,888</u>	<u>2,033,259</u>	<u>1,996,717</u>

5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	7,217	7,007	7,007
Board Fees	3,755	4,050	4,840
Board Expenses	7,697	8,000	6,671
Communication	4,909	4,000	4,198
Consumables	8,065	9,770	10,493
Operating Lease	-	-	15,841
Other	15,894	11,100	16,384
Employee Benefits - Salaries	182,370	132,078	133,818
Insurance	9,266	8,500	8,558
Service Providers, Contractors and Consultancy	7,754	6,900	6,900
	246,927	191,405	214,710

6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	7,104	6,482	1,724
Consultancy and Contract Services	82,910	89,327	75,535
Cyclical Maintenance Provision	(19,753)	23,000	16,335
Grounds	13,251	11,000	5,717
Heat, Light and Water	17,867	21,000	19,124
Rates	1,944	2,210	2,113
Repairs and Maintenance	24,014	14,000	9,199
Use of Land and Buildings	552,561	510,000	511,604
Security	2,584	2,500	1,509
	682,482	679,519	642,860

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

7. Cash and Cash Equivalents

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash on Hand	150	150	150
ASB CAS BoT 0	357,460	100,892	131,929
ASB 59 - Savings on Call	22,333	500	13,902
Cash and cash equivalents for Statement of Cash Flows	379,943	101,542	145,981

Of the \$379,943 Cash and Cash Equivalents, \$266,095 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2023 on Crown owned school buildings.

8. Accounts Receivable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Receivables	6,277	3,000	1,101
Receivables from the Ministry of Education	27,847	-	-
Interest Receivable	824	-	285
Teacher Salaries Grant Receivable	140,140	-	134,554
	<u>175,088</u>	<u>3,000</u>	<u>135,940</u>
Receivables from Exchange Transactions	7,101	3,000	1,386
Receivables from Non-Exchange Transactions	167,987	-	134,554
	<u>175,088</u>	<u>3,000</u>	<u>135,940</u>

9. Inventories

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Stationery	-	2,000	2,460
	<u>-</u>	<u>2,000</u>	<u>2,460</u>

10. Investments

The School's investment activities are classified as follows:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Asset			
Short-term Bank Deposits	164,896	135,000	162,260
Total Investments	<u>164,896</u>	<u>135,000</u>	<u>162,260</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Building Improvements	94,811	-	-	-	(2,793)	92,018
Furniture and Equipment	128,534	12,649	-	-	(29,411)	111,772
Grounds Development	116,766	-	-	-	(9,907)	106,859
Information Technology	46,812	13,092	-	-	(19,500)	40,404
Leased Assets	24,524	11,770	-	-	(10,821)	25,473
Library Resources	26,460	1,118	-	-	(3,377)	24,201
Balance at 31 December 2022	437,907	38,629	-	-	(75,809)	400,727

The net carrying value of equipment held under a finance lease is \$25,473 (2021: \$24,524)

	2022	2022	2022	2021	2021	2021
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	111,732	(19,714)	92,018	111,732	(16,921)	94,811
Furniture and Equipment	468,469	(356,697)	111,772	455,821	(327,287)	128,534
Grounds Development	221,215	(114,356)	106,859	221,215	(104,449)	116,766
Information Technology	189,502	(149,098)	40,404	176,410	(129,598)	46,812
Leased Assets	82,747	(57,274)	25,473	70,977	(46,453)	24,524
Library Resources	97,410	(73,209)	24,201	96,292	(69,832)	26,460
Balance at 31 December	1,171,075	(770,348)	400,727	1,132,447	(694,540)	437,907

12. Accounts Payable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Creditors	13,643	30,000	37,558
Accruals	7,217	-	7,007
Employee Entitlements - Salaries	140,140	4,000	134,554
Employee Entitlements - Leave Accrual	4,737	-	3,729
	165,737	34,000	182,848
Payables for Exchange Transactions	165,737	34,000	182,848
	165,737	34,000	182,848

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Other revenue in Advance	10,902	4,000	8,902
	10,902	4,000	8,902

14. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	92,046	92,046	83,711
Increase to the Provision During the Year	(13,155)	23,000	16,335
Use of the Provision During the Year	(6,598)	(15,046)	(8,000)
Other Adjustments	-	-	-
Provision at the End of the Year	72,293	100,000	92,046
Cyclical Maintenance - Current	20,167	25,000	45,568
Cyclical Maintenance - Non current	52,126	75,000	46,478
	72,293	100,000	92,046

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

15. Finance Lease Liability

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	13,730	7,500	15,820
Later than One Year and no Later than Five Years	21,002	7,500	22,664
Later than Five Years	-	-	-
Future Finance Charges	(4,872)	-	(6,642)
	29,860	15,000	31,842
Represented by			
Finance lease liability - Current	11,026	7,500	12,665
Finance lease liability - Non current	18,834	7,500	19,177
	29,860	15,000	31,842

16. Funds Held for Capital Works Projects

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

	2022	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
SIP Block 2 Upgrade		7,038	404,410	(146,052)	-	265,396
Temporary Slip Fencing		(6,015)	16,054	(9,340)	-	699
Weathertightness		-	-	(9,960)	-	(9,960)
Totals		1,023	420,464	(165,352)	-	256,135

Represented by:

Funds Held on Behalf of the Ministry of Education	266,095
Funds Receivable from the Ministry of Education	(9,960)
	<u>256,135</u>

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

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 Board members, Principal, Deputy Principals and Heads of Departments.

	2022 Actual \$	2021 Actual \$
<i>Board Members</i> Remuneration	3,755	5,060
<i>Leadership Team</i> Remuneration	465,501	469,626
Full-time equivalent members	4	4
Total key management personnel remuneration	469,256	474,686

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

Principal

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130 - 140	150 - 160
Benefits and Other Emoluments	1 - 2	3 - 4
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 - 110	3.00	3.00
110 - 120	1.00	1.00
	4.00	4.00

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

19. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

19. Contingencies

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

20. Commitments

(a) Capital Commitments

As at 31 December 2022 the Board has entered into contract agreements for capital works as follows:

- (a) \$627,196 contract for Block 2, windows and outdoor learning area to be completed in 2023, which will be fully funded by the Ministry of Education. \$446,593 has been received of which \$181,197 has been spent on the project to date; and
- (b) \$45,870 contract for temporary slip fencing to be completed in 2023, which will be fully funded by the Ministry of Education. \$16,054 has been received of which \$15,356 has been spent on the project to date.

(Capital commitments at 31 December 2021: \$421,831)

21. Financial Instruments

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

Financial assets measured at amortised cost

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	379,943	101,542	145,981
Receivables	175,088	3,000	135,940
Investments - Term Deposits	164,896	135,000	162,260
Total Financial assets measured at amortised cost	719,927	239,542	444,181

Financial liabilities measured at amortised cost

Payables	165,737	34,000	182,848
Finance Leases	29,860	25,000	31,842
Total Financial Liabilities Measured at Amortised Cost	195,597	59,000	214,690

22. Events After Balance Date

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

23. Comparatives

There have been a number of prior period comparatives which have been reclassified to make disclosure consistent with the current year.

CASHMERE AVENUE SCHOOL

Members of the Board

For the year ended 31 December 2022

Name	Position	How position on Board gained	Occupation	Term Expires
David Miller	Presiding Member	Elected 2016, re-elected 2019, re-elected September 2022	Management Consultant	September 2025
Kate Christie	Principal	Appointed April 2017	Principal	Resigned December 2022
Richard Barrett	Deputy Chairperson	Elected December 2020	Manager	December 2023
Simon Hoar	Parent Rep - Finance Rep	Elected December 2020	Manager	December 2023
Abigail Johnston	Parent Rep	Elected December 2020	Research Manager	December 2023
Krish Amirthalingam	Parent Rep	Elected September 2022	Business Analyst	September 2025
Emma Bonner	Parent Rep	Elected September 2022	Homemaker	September 2025
Tricia Will	Staff	Re-selected September 2022	Teacher	September 2025
Kate Redgewell	Parent Rep	Elected 2019	Senior Strategy Advisor	September 2022
Marianne Taylor	Parent Rep	Elected June 2016, re-elected June 2019	Creative Producer	September 2022

CASHMERE AVENUE SCHOOL

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

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

In 2022, the School received \$4,435 (2021: \$4,660) 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.

Statement of Compliance with Employment Policy

For the year ended 31 December 2022 the Cashmere Avenue School Board:

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

Independent auditor's report

To the readers of the financial statements of Cashmere Avenue School for the year ended 31 December 2022

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 18, which comprise the statement of financial position as at 31 December 2022, and the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion, the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2022, and
 - its financial performance and its cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector - Public Benefit Entity Standards Reduced Disclosure Regime (Public Sector PBE Standards RDR)

Our audit was completed on 30 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 19 to 20, and pages 24 to 44 but does not include the financial statements, and our auditor's report thereon.

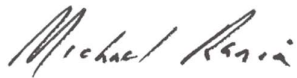
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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.

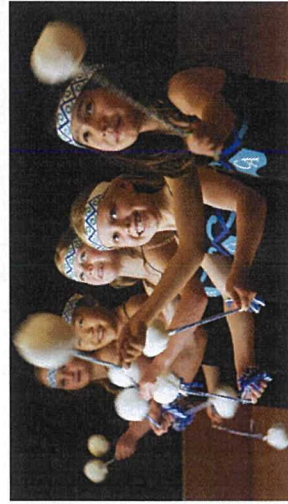
Independence

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.

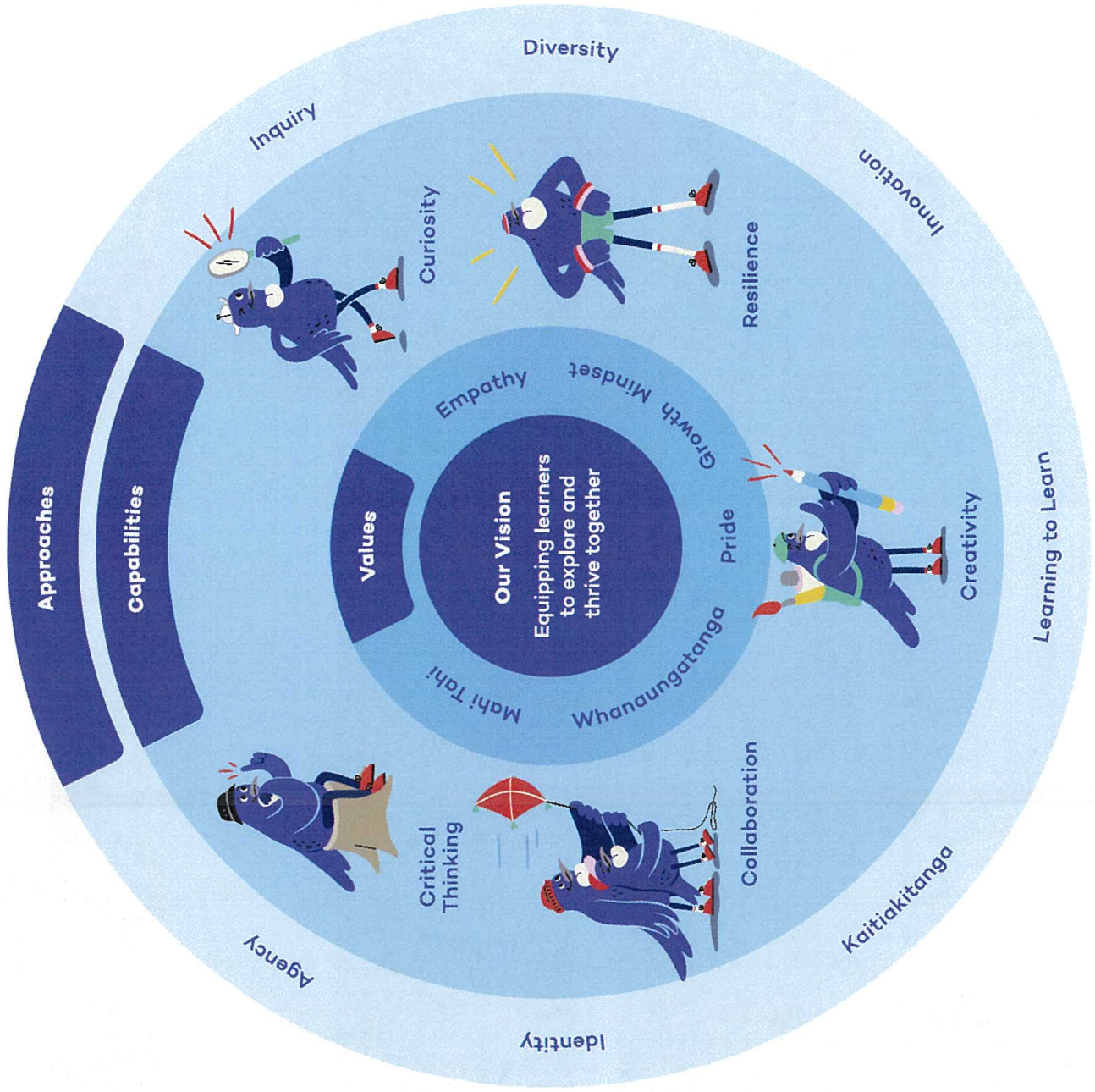


Michael Rania | **Moore Markhams Wellington Audit**
On behalf of the Auditor-General | Wellington, New Zealand





**Cashmere
Avenue School**
Marae Roa o Khandallah



**Our way
of learning**

Strategic Goals, Measures and Actions

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 340 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 ten 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.

Outcomes 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.

Associate Principal Foci



ANNUAL IMPLEMENTATION PLAN: 2022

Initiatives: What we will do	Specific Strategic Actions for 2022	Outcomes: How will we know if we have been successful.
<p>Relationships Strategic Goal: Through <i>mahi tahi</i> we will achieve <i>whanaungatanga</i> by valuing diversity, empathy and collaboration</p> <p>Kāhui Ako Achievement Challenge: Strong, secure cultural identities and sense of belonging; Equitable outcomes for all</p> <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 	<p>Maintaining Our Culture</p> <ul style="list-style-type: none"> Invite staff to explore ways for the tamariki, staff and parents to connect despite the health measures in place for the pandemic Promote the connections, offer celebrations, look for ways of sharing learning Explore ways to connect with prospective / new whānau while the health measures are in place 	<ul style="list-style-type: none"> The school feels connected - people can talk about what learning looks like across the school Staff and parents report on the positive school culture <p><i>Actions: Matariki Day, Digital Assembly, Parent Interviews, New Entrant and Beginning School meetings, MATes groups, Ako, Pōwhiri, Whānau Group, school sporting events, whole-school Kaitiakitanga Inquiry, Camp, Marae sharing.</i></p> <p><i>Staff, whānau and student consultation as part of the appointment process for the new principal.</i></p> <p><i>We noted that the participation, engagement and contribution from whānau was high. It was noted by our returning Principal in Week</i></p>

		<p>10 of Term 2 the positive culture of the staff - palpable. Positive feedback from the community after the Kaitiakitanga sharing morning.</p>
	<p>School Leadership</p> <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 2023. • SLT explores 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 making a strategic decision. <p><i>Actions: Twice per term coaching with Mark Sweeney, Leadership Consultant as well as PLD with Mark Sweeney.</i></p> <p><i>Evidence is that the SLT sees a number of celebrations from the SLT Team Norms and our Face of Leadership. SLT can identify, easily, the next steps from both team tools. Evidence is also the SLT's ability to lead complex PLD in the absence of the principal. This has caused an understanding of the expectations of the practice of literacy. Evidence from the student writing survey conducted by the WSL showed strong evidence that children could talk about their learning goals, audience and next steps in writing.</i></p>
	<ul style="list-style-type: none"> • Tuakana Teina Co-ordinator explores opportunities for the promotion and development of wellbeing, leadership and service programmes. 	<ul style="list-style-type: none"> • Student Council have voice in the school's decisions • Middle and Junior students regard their tuakana as other resources of support <p><i>Action: Tuakana Teina Coordinator had release time to equip the Peer Mentors and begin the 2022 programme. Also organised a World Vision workshop with the Student Council, and oversaw the event. Lost Property</i></p>

initiative has also begun creating far greater pride in our school entryway, and student responsibility.

Evidence: Peer Mentors presence is visible in the playground at break times. Students are empowered, carrying out activities independently and present as valued. Several fundraising and activity initiatives have been undertaken by the Student Council to raise money for student suggestions e.g playground equipment.

Student wellbeing survey reflected that the school wide climate and practices remained strong.

- Kāhui Ako events:

- Term 1, Staff Only Day

- Mini Hui

- Ignite Talks

- Teachers engage with the Achievement Challenges of the Kāhui Ako each term.

- Teachers connect across the KA, and are enabled to freely learn from each other.

- Teachers understand the purpose of professional inquiries

- Teachers feel supported to take risks and explore strategies / approaches

- Student outcomes in the areas of the KA Achievement Challenges supported

- Teachers engage in dialogue that supports the mahi of their colleagues

Actions: Digital Staff Only Day with speakers organised. All CAS staff attended and connected on areas of their own interest (from Achievement Challenges). Evaluation question, is the KA supporting connections to be grown across the kahui? We note that our CAS staff would benefit from the events of the KA but we are wondering whether the KA communication could be improved to support staff attendance at events. Another consideration is, is the KA contributing to these outcomes?

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

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

- Leadership organisation and

		<p>decisions reflect awareness of the staff's thinking preferences</p> <p><i>Is the Langley profile another option for staff? We see an importance for our staff to explore their thinking and their strengths. Hermann not offered to teaching staff in 2022.</i></p>
<p>Co-Teaching Partnerships</p> <ul style="list-style-type: none"> Coaching for co-teaching partnerships with released Associate Principal per term Co-teaching partnerships engage with professional learning with Mark Osborne: the purpose, outcomes, strategies. 	<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>Action: Mark Osborne worked with Co-Teaching teams. Established teams have had some coaching.</i></p> <p><i>Evaluation: Y3/4 team build readiness and cohesiveness of staff and students. Greater collaboration in Y3/4 in Term 3 and 4 due to the Kaitiakitanga Inquiry.</i></p>	<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. People report in the Wellbeing Survey a sense of belonging <p><i>Action: Matariki organised by Tikanga Coordinator and Cultural Celebrations Coordinator. Whanaungatanga was celebrated through Matariki. People are supported to celebrate cultures through the sharing and promotion of resources.</i></p> <p><i>Add comment once staff wellbeing survey complete.</i></p>
	<p>Cultural Connections</p> <ul style="list-style-type: none"> Cultural Celebrations Co-ordinator to plan a school wide cultural event. Cultural Celebrations Co-ordinator to promote the customs, and festivals of the ethnicities represented at our school. Cultural Celebrations Co-ordinator explores ways to tell the stories of our diverse whakapapa of our CAS people. 	

	<p>Communicating Our Vision - Principal to lead</p> <ul style="list-style-type: none"> • Explore ways to connect our way of learning to our wider audience. • Consult with current and prospective parents on what they are curious about. 	<ul style="list-style-type: none"> • Digital face of CAS connects personally with current and future whānau • 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>Te Tiriti o Waitangi Actions</p> <ul style="list-style-type: none"> • Explore ways for whānau to connect, have voice and to continue to support the school's development • Share with Whānau Group the school's Māori students achievement and the school's plans to accelerate it • Te Atiawa Trust PLD for 2023 planned for staff to learn about local iwi histories • Te Reo and Tikanga teacher employed for 0.2 FTE. Teachers to have support from Te Reo teacher and Tikanga Co-ordinator on what their goal for Māori language and / or tikanga is. Use of classroom lessons from Te Reo teacher to support this. 		<ul style="list-style-type: none"> • Whānau Group reconnected after the pandemic's pause on the gathering. • Increased 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>Action: Whānau Group reactivated and connected with leadership within the group. The Whānau Group supports the decisions of the school. In Term 4 the Whānau Group worked in partnership around the implementation of RSE. Te Reo goals are explored at appraisal discussions. Engagement with Kapa Haka is still high; we note that half of the senior syndicate choose to be members of the Kapa Haka. We have identified that our commitment to Te Reo needs to be strengthened.</p> <p>What can leadership explore as strategies to develop Te Ao Māori? We note that due to Covid we were unable to attend a Callback Day dedicated to local histories - workshop at National Library and at Te Atiawa centre - this has been rebooked for January 2023.</p>
	<p>Behaviour Management</p> <ul style="list-style-type: none"> • Further integrate use of our new behaviour management plan • AP to gather information that is evidence of the plan's implementation 	<ul style="list-style-type: none"> • Teachers can identify behaviour incidents of differing severity and can select relational strategies to use • Increased score from Student's Wellbeing at School Survey

		<p>Action: One of the APs key areas of focus with their teams and in weekly staff comms. Wellbeing Survey data was used as a springboard to focus in on areas. IYT trained teachers are utilised to model the strategies. The need to focus on the area was strengthened by children now playing all together (than when separated due to Covid). Evidence: Hear and see teachers go back into the Behaviour Plan as and when needed; less daily incidents for APs / Principal to follow up (duty teachers are able to work through situations). WellBeing Survey results had improved significantly in the ProSocial Student Culture and Strategies and Aggressive Student Culture sections.</p>
Initiatives: What we will do	Specific Strategic Actions for 2022	Outcomes: How will we know if we have been successful.
Powerful Learning Opportunities Strategic Goal: Creative learners who use learning processes to be inquiring, critical learners. Kāhui Ako Achievement Challenge: Confident, capable empowered learners		
<ul style="list-style-type: none">Develop our thinking, processes and systems to be focused on <i>learning</i> centredEvidence based learning initiativesEquitable access to eLearning devicesStudent-led learning pathwaysHigh-quality, needs based professional learningCurriculum design in response to future-focused concepts	<p>Leadership</p> <ul style="list-style-type: none">SLT Team reflect on the Face of Leadership - celebrations and work onsSLT Team to visit a school that is effective in leading changeSLT Team offered leadership PLD on leading changeSLT Team to work with indicators of success for 2022 in our key areas of change: writing, authentic student inquiry processCoaching of APs to support leadership action choices for leading change in their areaAPs work with indicators of success with their team, designing what the actions of practice look like in their teams	<ul style="list-style-type: none">Face of Leadership to be a tool to support leadership actions.Each AP able to state what is needed for each team member's support and ongoing learning.Each AP able to provide evidence of practice that is a development in leading change.APs utilise leadership tools and mindsets to interdependently lead the strategic plan. <p>Strong feedback as a SLT on ability to work together and the presentation of the Face of Leadership. The leadership team have effectively led the implementation of change across the school evident in the whole school Kaitiakitanga Inquiry, Structured Literacy and the developing greater consistency of writing practice.</p>

Hybrid Learning

- eLearning Coordinator to consult and ascertain support needed
- Explore possibilities as a team and choose online platform
- Continue to learn strategies and innovations
- Engage with support from Kahui Ako
- Collaborate as a team to develop the platform e.g. Seesaw
- Gain feedback from students and parents to improve the opportunities / use of the platform

- Teaching and learning is transparent to parents and students

- Online teaching and learning is evaluated and improved as we progress

- Student achievement levels are maintained throughout the pandemic's interruption

The same Learning Outcomes are offered across the online environment however we note that a true hybrid style is more available for Senior students who have a higher level of literacy to understand the learning opportunity, management of a device and self management. Student feedback is used to improve the online environment e.g. using different online programmes. We are concerning ourselves with the depth of learning when students are engaging with hybrid learning.

Hybrid Learning was also explored more as an option within class, rather than just when needed for learning from home. Giving time and explicit teaching to this approach while teachers had children in front of them meant that when children were away they were equipped to continue with in-class learning. One of the MATES group's focus this year was on Hybrid learning. Their learning was centred around effectively using IT to enable ubiquitous learning. This was shared with staff in the T3 Callback day.

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 its integration by linking Learner Profile goals to examples of teachers' practice particularly in authentic inquiry / children's authentic learning through play or exploration

- The Learner Capabilities can be articulated by the students - they know examples of how they demonstrate them

- Teachers can plan learning opportunities that enable students to strongly develop the Learning Capabilities

T2: January Callback session with Derek Wenmoth energised TAI Mates groups. All groups have an expectation to embed the

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<p>learner capabilities within their mahi. April callback with Derek explored practical ways to strengthen the use of the language of our capabilities.</p> <p>T3: WSL inquiry and data gathering into the Capabilities showed strong evidence of children articulating both the CAS Values and Capabilities. Children across the school had a developmentally appropriate understanding of what it means to be a powerful learner. Another of the MATES groups focused on deliberately and explicitly teaching the Capabilities; evidence gathered by the WSL showed that when time and attention is paid to these important aspects they become more easily embedded within the culture of teaching for staff, and learning for students.</p>	<ul style="list-style-type: none"> Greater cohesion observed across the school of our approaches. Emerging understanding of how our students journey through our school. Plan developed for 2023 on progressing an understanding of the approaches in action. <p>The focus of 2022 was to develop more consistent practice around the approaches of kaitiakitanga and inquiry. This was done through the Whole School Kaitiakitanga Inquiry in T3. AP had evidence of this through observations, the student's self directed projects and their ability to talk about our capabilities. Student voice was collected by the WSL where learners verbalised how much they enjoyed having voice and choice in their learning to make a difference in problems they had identified.</p>
<p>Progression of CAS Approaches</p> <ul style="list-style-type: none"> Explore the CAS approaches across the school. Understand what is happening in each team. Understand how each team builds on the other's mahi in order for children to develop their skills and be equipped. SLT to analyse the information, checking for cohesion and a natural journey for our students. Create a plan of development for 2023 that leads to change in selected approaches (SLT and teacher voice to determine which approaches to develop a stronger progress of). 	<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

Digital Technology Curriculum is woven into classroom practice: DT Team to collect evidence on how CAS is demonstrating the DT Curriculum, identifying and supporting PLD needs and suggesting further resourcing.

	<p>CAS Symposium of Learning</p> <ul style="list-style-type: none"> Plan this event for Years 4, 5 and 6 to offer in Term 1, 2023. Within School Teacher supporting. 	<p>observations.</p> <p><i>Teacher Only Day staff session to implement the continuum - staff are well equipped with the changes to the continuum by the coordinator. There is evidence that teachers are implementing some aspects of the continuum but it still remains an ongoing challenge to have it fully woven into everyday classroom practice.</i></p> <ul style="list-style-type: none"> Our community have a clear understanding of how learning progresses for learners throughout their time at CAS Our community can see our way of learning in action. Students develop leadership and pride in their learning. <p>T4: Instead of a CAS Symposium we had a whole school sharing morning and invited the community in for their Kaitiaki projects. Students spoke with confidence and pride about their projects and how they went about them and why they chose them. WSL evidence collected showed tamariki could articulate the capabilities they utilised through this process</p> <ul style="list-style-type: none"> Increased student outcomes for writing, focusing on our Priority Students Teachers and leaders make informed choice on which Structured Literacy strategy to invest in <p>T2: Middle and Junior staff analysed various options to support the implementation of Structured Literacy. Liz Kane's 'The Code' being utilised in both teams.</p> <p>T4: All Junior and Middle classrooms operating a Structured Literacy approach in various forms, utilising one or both of the Heggerty PA Curriculum and The Code. A Structured Literacy think tank group spent a</p>
	<p>Literacy Development</p> <p>Specialist Literacy Teacher role developed for 1:1 with students and to develop teacher skill sets in assessing and planning for reading and writing.</p> <p>Junior and Middle Teams are led through a leadership inquiry that explores Structured Literacy and the purchasable products / strategies that implement the teaching and learning approach.</p> <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. 	

day supported by the RTLB to further develop and finalise what Structured Literacy looks like at CAS from 2023 onwards. From 2023 The Code will be the consistent spelling programme taught school-wide. All staff will attend PLD workshops to support enhancing knowledge & teaching practice with effective, explicit instruction. Funding has also been secured to purchase necessary resourcing to support Structured Literacy in the Junior and Middle school.

- Consistency seen in practice of the writing process and the teaching of language skills
- Teachers report on their confidence in teaching writing

Action: consultant has worked with individual teachers in the Middles and Seniors on their targeted goals.

Evidence: teachers are aware of their goals and their development towards them. APs are seeing progress in confidence on planning and what is essential whole class teaching / targeted group teaching. [WSL inquiry into Writing](#) across the school shows strong evidence of consistency of practice school-wide; student responses showed a streamlining of teacher practice, and explicit instruction as being strengthened.

- Teachers are prepared for areas to be refreshed and the NZC's new approach / process to learning

T2: SLT have reviewed the document and identified areas that are already well established and those that need to be further developed.

T4: Staff reviewed the RSE document exploring how it would be implemented, what resources can support it and what challenges they might face. A parent consultation evening was held and a community survey is due to be sent out to

CAS Curriculum Review

- Implementation of Sexuality Education reviewed with MoE support
- CAS Curriculum Statement planned for 2023 to align to the MoE's new timeline on curriculum refreshment

		<p>gather community feedback before it is rolled out in 2023.</p> <p>T4: Staff attended an Information Session on the Curriculum Refresh and were invited to submit feedback.</p>
	<p>Teachers' Professional Inquiry: MATES Groups</p> <ul style="list-style-type: none"> Facilitator: Derek Wenmoth Teachers naturally group in an area of educational curiosity Teachers plan the specific area to inquire into Teachers develop an agreement of how they will support each other on their shared inquiry Each group has a budget and reliever days to decide on how they will use these to support their growth Each group will have group coaching from Derek Wenmoth A member of the SLT is to support the development of the MATES groups 	<ul style="list-style-type: none"> Teachers explore areas of educational curiosity aligned to our vision Teachers engage in a professional growth cycle with autonomy and resourcing Collaboration is nurtured and supports teachers' growth <p>The MATES Approach to Teacher Inquiry was successfully woven into their Professional Development through the year. Regular meetings were held, coaching undertaken and teachers were given time to carry out their own readings, observations etc to support their learning. The Kahui Ako Workshops offered through the year supported some of this work too.</p>
Initiatives: What we will do	Specific Strategic Actions for 2022	Outcomes: How will we know if we have been successful.
<p>Internal Self Strategic Goal: Proud, motivated learners who explore self and take risks</p> <p>Kāhui Ako Achievement Challenge: Hau ora and wellbeing; Equitable outcomes for all</p> <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 	<p>Consultation with Staff through the Wellbeing Survey and various other forms of feedback e.g. forms, Think Tanks, NZCER survey, syndicate meetings</p> <ul style="list-style-type: none"> How can the SLT support the growth of individuals (Keep, Start, Stop) What is needed for staff to feel energised by belonging to CAS? 	<ul style="list-style-type: none"> Staff feedback on having voice in our school Staff feedback on feeling increased personal growth and having control over this The positive culture of CAS is palpable Staff are energised to be professionally learning <p><i>Actions: consulting on actions affecting staff members, discussions on how to manage Covid for all - deciding together, MATES -</i></p>

		<p><i>deciding on their area of professional learning that is a drive of the vision</i> <i>Evidence: positive feedback on the MATES groups - appreciating the autonomy and collaborating with others; Principal commented on the positive culture evident when she returned from leave; willingness to engage with school strategies - limited to no pushback, despite shifts in mental models.</i></p>
	<p>Leadership Development Emerging leaders of colleagues offered a 3 day leadership programme introducing them to leadership</p>	<ul style="list-style-type: none"> • Growth of leadership at CAS - people ready to take the next step • Evidence of confident, equipped leaders <p>Six staff members who have stepped into leadership roles attended PLD with Mark Sweeney. Feedback from them was that this was effective.</p> <p>Evidence: the leaders are willing and show leadership strategies / tools; people stepped up effectively when the Principal was on leave; evidence of school-wide thinking when decision making / planning; lots of evidence of support and communication. Also seen in the development of PCTs, these emerging leaders working with other staff member to further their practice and schoolwide events led by these emerging leaders e.g. Matariki.</p>
	<p>Kāhui Ako Wellbeing Support</p> <ul style="list-style-type: none"> • Teachers engage with Challenge 2 to learn about possible wellbeing frameworks that can support staff and tamariki • Teachers collaborate across the Kāhui to learn about different approaches for the whole school and classroom programmes 	<ul style="list-style-type: none"> • Teachers learn wellbeing strategies and frameworks to implement • Teachers recommend programmes to the SLT <p>The work plan of the Kāhui Ako Challenge 2 has different outcomes. We may explore different wellbeing frameworks as a SLT.</p> <p>T3: Kāhui Ako Challenge 2 final meeting focussed on wellbeing models e.g Te Whare Tapa Wha, and what could be utilised Kāhui Ako-wide. Feedback given to ASLs and will be revisited / shared in 2023.</p>
	<p>Teaching Spaces Modernised to Support Individual Learners</p> <ul style="list-style-type: none"> • 5YA amendment: modernisation of Rms 7, 8, 9 window / door 	<ul style="list-style-type: none"> • Students learn in an environment that is flexible to their needs and

	<p>joinery, north side, including an outdoor learning environment.</p> <ul style="list-style-type: none"> Junior teaching team have input into the design elements 	<p>styles of learning</p> <ul style="list-style-type: none"> Teachers work in an environment that stretches their skill and energises them Students and staff are in safe environments <p><i>This project has been delayed due to lack of tenders and escalating cost due to COVID. The project had to be re-scoped to meet the budget. It will be completed by the end of Term 1 2023. However, several Junior School teachers helped with the colour scheme.</i></p>
	<p>Board Assurance</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 	<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 of students <p><i>The wellbeing survey is shared with staff and the Board. Links are made with its data and the annual plan / professional learning plan. High levels of wellbeing are seen from staff and students, and support is offered to individuals when their wellbeing is a concern. Parent Interview feedback expresses positivity.</i></p>
	<ul style="list-style-type: none"> Staff Teacher Only Day in Term 4 to support assessment and reporting procedures. 	<ul style="list-style-type: none"> Teachers report that the board and SLT strategise to reduce their workload <p><i>T4: Teacher only day in Friday Week 1 supported staff with time to prep, plan and begin writing end of year reports.</i></p>

Key Support Documents

- Professional Learning Plan
- MATES Overview and Agreements
- Coaching Overview for Teachers and APs
- Priority Students Procedure Overview

- Curriculum Coordinator Job Descriptions
- WSL Action Plans
- Wellbeing Report 2021
- AP 360 feedback and Principal Appraisal feedback 2021

Priority Student Achievement Targets 2022

The following critical baseline information was found when internally evaluating our 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)

This self-review has concluded that Writing will continue to be our achievement and acceleration focus for 2022.

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

Targets

1. **All students identified for writing:** For all students who did not meet the curriculum level expected in writing for 2021, to make accelerated progress in 2022.
2. **Boys, Writing:** To have all boys at the expected curriculum level in writing by December 2022.
3. **Māori Students, Writing:** To have all Māori students at the expected curriculum level in writing by December 2022.

Actions	Who	Timeframe	Resources
Parents and teachers collaborate over shared goals for students.	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 of support for the teaching of writing.	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
Coaching on Priority Students to utilise questions that require teachers to link evidence to data. Coaching to	SLT Class Teachers	Coaching twice per term.	Coaching release

move towards support with direction when needed.				
Data analysed to identify cohorts that need additional support from Within School Leader/ Specialist Literacy Teacher to work with teachers to accelerate progress. Focus on boys and progress of Maori students.	SLT WSL Specialist Literacy teacher	End term 1 explore data/ observe staff Term 2 WSL support teachers	Priority Student Learning Stories End of Year data analysis WSL 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 WSL	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 Think Tank	
Engage with Structured Literacy PLD through the RTL B Service. Explore research based practice into phonological awareness and alphabetic principle to implement a scope and sequence of practice.	SLT Junior and Middle School Specialist Literacy Teacher	Term 1 explore research and resources- 2x PLD with RTL B Term 2- Term 3 teachers explore strategies and begin implementation - PLD RTL B Term 4 explore resources	Heggerty RTL B Service Purchase of Scope and Sequence	
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.