

TIRIMOANA SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

School Directory

Ministry Number:	1536
Principal:	Peter Kaiser
School Address:	Kokiri Street, auckland
School Postal Address:	34 Kokiri Street, Waitakere, 0610
School Phone:	09 838 9737
School Email:	principal@tirimoana.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expired/ Expires
Stephen Thomson	Presiding Member	Elected	May-22
Jacquelyn Jellick	Treasurer	Co-opted	May-22
Brendon Dunn	Member	Elected	May-22
Ria Apiata	Member	Elected	May-22
Claire Bowen	Member	Elected	May-22
Adrian Hipa	Member	Elected	May-22
Louise Graham	Staff Rep	Elected	May-22
Peter Kaiser	Principal		

Accountant / Service Provider: Ask Accounting Ltd

TIRIMOANA SCHOOL

Annual Report - For the year ended 31 December 2021

Index

Page	Statement
	Financial Statements
<u>1</u>	Statement of Responsibility
<u>2</u>	Statement of Comprehensive Revenue and Expense
<u>3</u>	Statement of Changes in Net Assets/Equity
<u>4</u>	Statement of Financial Position
<u>5</u>	Statement of Cash Flows
<u>6 - 21</u>	Notes to the Financial Statements
	Other Information
	Analysis of Variance
	Kiwisport

Tirimoana School

Statement of Responsibility

For the year ended 31 December 2021

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

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

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

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

Stephen Thomson

Full Name of Presiding Member

[Signature]

Signature of Presiding Member

25/05/22

Date:

Peter John Kaiser

Full Name of Principal

[Signature]

Signature of Principal

25/05/2022

Date:

Tirimoana School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

		2021	2021	2020
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	5,299,047	5,512,701	5,351,957
Locally Raised Funds	3	188,747	184,410	148,884
Interest income		2,536	4,600	5,718
International Students	4	9,130	9,130	25,217
Other Revenue		-	-	301
		5,499,460	5,710,841	5,532,077
Expenses				
Locally Raised Funds	3	105,080	120,900	103,650
International Students	4	1,037	1,650	4,095
Learning Resources	5	3,859,535	3,904,134	3,657,105
Administration	6	262,641	266,276	269,146
Finance		3,373	-	3,911
Property	7	998,718	1,273,414	1,284,443
Depreciation	12	135,593	130,400	135,724
Loss on Disposal of Property, Plant and Equipment		10,952	-	3,315
		5,376,929	5,696,774	5,461,389
Net Surplus / (Deficit) for the year		122,531	14,067	70,688
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		122,531	14,067	70,688

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

Tirimoana School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2021

	Notes	Actual 2021 \$	Budget (Unaudited) 2021 \$	Actual 2020 \$
Balance at 1 January		1,207,242	1,207,242	1,136,554
Total comprehensive revenue and expense for the year		122,531	14,067	70,688
Contribution - Furniture and Equipment Grant		8,563	-	-
Equity at 31 December		1,338,336	1,221,309	1,207,242

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.

Tirimoana School

Statement of Financial Position

As at 31 December 2021

		2021	2021	2020
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	8	336,748	304,966	579,614
Accounts Receivable	9	323,065	275,600	263,092
GST Receivable		4,569	5,000	1,658
Prepayments		40,291	11,000	11,219
Inventories	10	10,188	12,000	13,007
Investments	11	102,350	100,000	101,282
		817,211	708,566	969,872
Current Liabilities				
Accounts Payable	13	375,366	326,000	303,475
Revenue Received in Advance	14	34,194	19,300	23,845
Provision for Cyclical Maintenance	15	7,000	27,000	26,603
Finance Lease Liability	16	17,492	11,600	17,645
Funds held for Capital Works Projects	17	-	100,000	317,728
		434,052	483,900	689,296
Working Capital Surplus/(Deficit)		383,159	224,666	280,576
Non-current Assets				
Property, Plant and Equipment	12	1,108,772	1,088,748	1,032,193
		1,108,772	1,088,748	1,032,193
Non-current Liabilities				
Provision for Cyclical Maintenance	15	132,900	85,000	82,520
Finance Lease Liability	16	20,695	7,105	23,007
		153,595	92,105	105,527
Net Assets		1,338,336	1,221,309	1,207,242
Equity		1,338,336	1,221,309	1,207,242

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

Tirimoana School

Statement of Cash Flows

For the year ended 31 December 2021

	Note	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash flows from Operating Activities				
Government Grants		1,296,680	1,198,196	1,280,175
Locally Raised Funds		197,343	181,868	176,973
International Students		-	9,000	12,608
Goods and Services Tax (net)		(2,911)	(3,342)	9,460
Payments to Employees		(793,877)	(773,833)	(781,248)
Payments to Suppliers		(403,631)	(435,399)	(454,624)
Cyclical Maintenance Payments in the year		-	(30,572)	(15,704)
Interest Paid		(3,373)	-	(3,911)
Interest Received		2,725	4,781	6,156
Net cash from/(to) Operating Activities		292,956	150,699	229,885
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(206,190)	(186,955)	(118,217)
Purchase of Investments		(1,068)	(100,000)	(101,282)
Net cash from/(to) Investing Activities		(207,258)	(286,955)	(219,499)
Cash flows from Financing Activities				
Furniture and Equipment Grant		8,563	-	
Finance Lease Payments		(19,399)	(21,947)	(3,582)
Funds Held for Capital Works Projects		(317,728)	(217,729)	315,718
Net cash from/(to) Financing Activities		(328,564)	(239,676)	312,136
Net increase/(decrease) in cash and cash equivalents		(242,866)	(375,932)	322,522
Cash and cash equivalents at the beginning of the year	8	579,614	680,898	257,092
Cash and cash equivalents at the end of the year	8	336,748	304,966	579,614

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.

Tirimoana School

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

c) Use of Land and Buildings Expense

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

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

d) 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.

e) 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.

f) Accounts Receivable

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

g) 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.

h) 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.

i) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	40 years
Furniture and equipment	5-20 years
Information and communication technology	5 years
Leased assets held under a Finance Lease	3 years
Library resources	12.5% Diminishing value

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

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

Non cash generating assets

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

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

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

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

k) 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.

l) Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned, 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 twelve 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.

m) Revenue Received in Advance

Revenue received in advance relates to fees received from international students and MOE 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.

The School holds sufficient funds to enable the refund of unearned fees in relation to this revenue received in advance should the School be unable to provide the services to which they relate.

n) Provision for Cyclical Maintenance

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

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

o) Financial Instruments

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

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

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

p) 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.

q) Budget Figures

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

r) 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

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	1,061,974	1,000,545	1,046,081
Teachers' Salaries Grants	3,244,596	3,310,873	3,045,230
Use of Land and Buildings Grants	743,497	999,358	1,004,898
Resource Teachers Learning and Behaviour Grants	2,474	2,500	2,321
Other MoE Grants	246,506	199,425	245,687
Other Government Grants	-	-	7,740
	<u>5,299,047</u>	<u>5,512,701</u>	<u>5,351,957</u>

The school has opted in to the donations scheme for this year. Total amount received was \$94,050.

Other MOE Grants total includes additional COVID-19 funding totalling \$4,061 for the year ended 31 December 2021.

3. Locally Raised Funds

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

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations & Bequests	72,551	50,000	33,421
Fees for Extra Curricular Activities	56,880	76,910	51,593
Trading	58,460	56,000	57,358
Other Revenue	856	1,500	6,512
	<u>188,747</u>	<u>184,410</u>	<u>148,884</u>
Expenses			
Trading	53,744	52,000	50,226
Other Locally Raised Funds Expenditure	51,336	68,900	53,424
	<u>105,080</u>	<u>120,900</u>	<u>103,650</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>83,667</u>	<u>63,510</u>	<u>45,234</u>

4. International Student Revenue and Expenses

	2021 Actual Number 1	2021 Budget (Unaudited) Number 0	2020 Actual Number 2
International Student Roll			
Revenue			
International Student Fees	\$ 9,130	\$ 9,130	\$ 25,217
Expenses			
Other Expenses	1,037	1,650	4,095
	1,037	1,650	4,095
<i>Surplus/ (Deficit) for the year International Students</i>	8,093	7,480	21,122

5. Learning Resources

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Curricular	68,268	70,205	67,524
Information and Communication Technology	14,201	25,715	41,286
Library Resources	2,503	2,070	2,619
Employee Benefits - Salaries	3,753,289	3,781,259	3,528,194
Staff Development	21,274	24,885	17,482
	3,859,535	3,904,134	3,657,105

6. Administration

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Audit Fee	6,383	5,803	5,803
Board of Trustees Fees	3,280	4,050	3,775
Board of Trustees Expenses	3,710	2,624	2,514
Communication	2,175	2,950	2,695
Consumables	24,447	20,623	22,906
Other	21,892	25,010	25,010
Employee Benefits - Salaries	187,187	190,932	192,738
Insurance	7,975	8,500	8,029
Service Providers, Contractors and Consultancy	5,592	5,784	5,676
	262,641	266,276	269,146

7. Property

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	69,676	70,325	72,161
Cyclical Maintenance Provision	30,777	33,449	34,405
Grounds	5,100	10,500	3,191
Heat, Light and Water	23,925	28,700	25,858
Rates	130	120	114
Repairs and Maintenance	17,394	12,750	25,848
Use of Land and Buildings	743,497	999,358	1,004,898
Security	2,762	2,800	3,209
Employee Benefits - Salaries	105,457	115,412	114,759
	<u>998,718</u>	<u>1,273,414</u>	<u>1,284,443</u>

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

8. Cash and Cash Equivalents

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Bank Accounts	215,205	184,966	459,430
Short-term Bank Deposits	121,543	120,000	120,184
	<u>336,748</u>	<u>304,966</u>	<u>579,614</u>

Cash and cash equivalents for Statement of Cash Flows

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

9. Accounts Receivable

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Receivables	27,756	5,000	2,599
Interest Receivable	592	600	781
Teacher Salaries Grant Receivable	294,717	270,000	259,712
	<u>323,065</u>	<u>275,600</u>	<u>263,092</u>
Receivables from Exchange Transactions	28,348	5,600	3,380
Receivables from Non-Exchange Transactions	294,717	270,000	259,712
	<u>323,065</u>	<u>275,600</u>	<u>263,092</u>

10. Inventories

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	1,725	2,000	1,341
School Uniforms	8,463	10,000	11,666
	<u>10,188</u>	<u>12,000</u>	<u>13,007</u>

11. Investments

The School's investment activities are classified as follows:

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	102,350	100,000	101,282
	<u>102,350</u>	<u>100,000</u>	<u>101,282</u>

12. Property, Plant and Equipment

	Opening					
	Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2021	\$	\$	\$	\$	\$	\$
Buildings	370,370	22,569	-	-	(15,649)	377,290
Furniture and Equipment	556,277	162,647	(8,599)	-	(82,780)	627,545
Information and Communication Technology	35,710	13,486	(1,078)	-	(12,605)	35,513
Leased Assets	42,952	16,934	-	-	(20,422)	39,464
Library Resources	26,884	7,488	(1,275)	-	(4,137)	28,960
Balance at 31 December 2021	<u>1,032,193</u>	<u>223,124</u>	<u>(10,952)</u>	<u>-</u>	<u>(135,593)</u>	<u>1,108,772</u>

The net carrying value of equipment held under a finance lease is \$39,464 (2020: \$42,952).

	2021	2021	2021	2020	2020	2020
	Cost or	Accumulated	Net Book	Cost or	Accumulated	Net Book
	Valuation	Depreciation	Value	Valuation	Depreciation	Value
	\$	\$	\$	\$	\$	\$
Buildings	642,555	(265,265)	377,290	619,986	(249,616)	370,370
Furniture and Equipment	1,476,489	(848,944)	627,545	1,396,784	(840,507)	556,277
Information and Communication Technology	162,291	(126,778)	35,513	153,294	(117,584)	35,710
Leased Assets	118,739	(79,275)	39,464	130,168	(87,216)	42,952
Library Resources	78,276	(49,316)	28,960	74,313	(47,429)	26,884
Balance at 31 December 2021	<u>2,478,350</u>	<u>(1,369,578)</u>	<u>1,108,772</u>	<u>2,374,545</u>	<u>(1,342,352)</u>	<u>1,032,193</u>

13. Accounts Payable

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	44,701	25,000	15,856
Accruals	6,384	6,000	5,803
Employee Entitlements - Salaries	302,836	275,000	262,185
Employee Entitlements - Leave Accrual	21,445	20,000	19,631
	<u>375,366</u>	<u>326,000</u>	<u>303,475</u>
Payables for Exchange Transactions	375,366	326,000	303,475
	<u>375,366</u>	<u>326,000</u>	<u>303,475</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	-	10,000	14,274
International Student Fees in Advance	-	9,000	9,130
Other revenue in Advance	34,194	300	441
	<u>34,194</u>	<u>19,300</u>	<u>23,845</u>

15. Provision for Cyclical Maintenance

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	109,123	109,123	90,422
Increase/ (decrease) to the Provision During the Year	30,777	2,877	34,405
Use of the Provision During the Year	-		(15,704)
Provision at the End of the Year	139,900	112,000	109,123
Cyclical Maintenance - Current	7,000	27,000	26,603
Cyclical Maintenance - Term	132,900	85,000	82,520
	139,900	112,000	109,123

16. Finance Lease Liability

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

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
No Later than One Year	20,171	11,600	20,572
Later than One Year and no Later than Five Years	22,360	7,105	25,497
Future Finance Charges	(4,344)	-	(5,417)
	38,187	18,705	40,652
Represented by			
Finance lease liability - Current	17,492	11,600	17,645
Finance lease liability - Term	20,695	7,105	23,007
	38,187	18,705	40,652

17. Funds Held for Capital Works Projects

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

	2021	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
SYA 19-01 Boiler	<i>completed</i>	73,286	3,143	(76,429)	-	-
SYA 19-09 Wallboard	<i>completed</i>	59,228	6,581	(65,809)	-	-
SYA 19-11 ILE Rm 25	<i>completed</i>	1,248	12,881	(14,456)	327	-
SIP SYA Large Canopy	<i>completed</i>	183,966	21,978	(205,944)	-	-
Boys & Girls Toilets #1&2	<i>completed</i>	-	20,609	(20,609)	-	-
Boys Toilets #10	<i>completed</i>	-	45,445	(45,445)	-	-
Drainage and Cesspits	<i>completed</i>	-	23,997	(23,997)	-	-
Pour n Play Matting	<i>completed</i>	-	32,400	(32,400)	-	-
Totals		317,728	167,034	(485,089)	327	-

Represented by:

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

-
-

	2020	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
SYA 19-01 Boiler	<i>in progress</i>	-	73,286	-	-	73,286
SYA 19-09 Wallboard	<i>in progress</i>	-	59,228	-	-	59,228
SYA 19-11 ILE Rm 25	<i>in progress</i>	-	115,929	(114,681)	-	1,248
SYA 19-06 Rm 22	<i>completed</i>	-	95,699	(95,699)	-	-
SYA 19-08 Covered Decks	<i>completed</i>	-	95,688	(95,688)	-	-
SYA 19-05 Carpet Replacement	<i>completed</i>	2,010	-	(2,010)	-	-
SIP SYA Bell Comms.	<i>completed</i>	-	51,776	(51,776)	-	-
SIP SYA Large Canopy	<i>in progress</i>	-	197,803	(13,837)	-	183,966
SIP SYA Snr Playground	<i>completed</i>	-	96,022	(96,022)	-	-
Totals		2,010	785,431	(469,713)	-	317,728

18. 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.

19. Remuneration

Key management personnel compensation

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

	2021 Actual \$	2020 Actual \$
<i>Board Members</i>		
Remuneration	3,280	3,775
<i>Leadership Team</i>		
Remuneration	693,969	568,196
Full-time equivalent members	6	5
Total key management personnel remuneration	697,249	571,971

There are 7 members of the Board excluding the Principal. The Board had held 10 full meetings of the Board in the year. The Board also has Finance (2 members) and Property (2 members) that meet monthly. As well as these regular meetings, including preparation time, the Chair 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 1

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

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150-160	150-160
Benefits and Other Emoluments	1-5	1-5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2021 FTE Number	2020 FTE Number
100 - 110	4	1
110-120	3	4
	7.00	5.00

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

20. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, committee member, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2021 Actual	2020 Actual
Total	\$0	\$0
Number of People	0	0

21. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

22. Commitments

(a) Capital Commitments

There are no capital commitments at 31 December 2021 (2020: Nil).

23. Financial Instruments

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

Financial assets measured at amortised cost

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Cash and Cash Equivalents	336,748	304,966	579,614
Receivables	323,065	275,600	263,092
Investments - Term Deposits	102,350	100,000	101,282
Total Financial assets measured at amortised cost	762,163	680,566	943,988

Financial liabilities measured at amortised cost

Payables	375,366	326,000	303,475
Finance Leases	38,187	18,705	40,652
Total Financial Liabilities Measured at Amortised Cost	413,553	344,705	344,127

24. Events After Balance Date

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

25. Comparatives

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

26. COVID 19 Pandemic on going implications

Impact of Covid-19

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

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

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

Impact on operations

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

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

Reduction in locally raised funds

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

Increased Remote learning additional costs

Under alert levels 4 and 3 ensuring that students have the ability to undertake remote or distance learning often incurs additional costs in the supply of materials and devices to students to enable alternative methods of curriculum delivery.

Reduction in International students

Under alert levels 4, 3, 2, and 1 International travel is heavily restricted. The school has been unable to welcome and enrol prospective international students which has resulted in a reduction in revenue from student fees & charges from International students and/or Board of Trustee operated boarding facilities.



ANALYSIS OF VARIANCE



REPORTING ON ACHIEVEMENT TARGETS 2021



Tirimoana Primary School

Achievement Target for Year Four and Year 6-Mathematics 2021

"Discover Your Talents"

School Name:	Tirimoana School	School Number:	1536
Strategic Aim:	Implement teaching and learning programmes based upon the essential learning areas and skills.		
Annual Aim:	To improve Learner success in Mathematics.		
Target:	To monitor and accelerate achievement of Year 4 and Year 6 learners who did not achieve the expected curriculum level at the end of Year 3 and Year 5 in Mathematics.		
Rationale:	Learning in Mathematics occurs through tasks, through 'doing' the work more than any other way. (Effective Pedagogy in Mathematics (BES) (2007), Glenda Anthony and Margaret Walshaw. They share that "the emphasis is on building on students existing proficiencies rather than filling gaps in students' knowledge and remediating weaknesses." As a consequence, the teacher's focus is to build on their current mathematical competencies and interests; acceleration not remediation. (Pepper Rollins)		
Hunch:	These learners require a structured focus; including daily practice of basic facts, time for sharing their thinking and reasoning, and opportunities of success to create their own mathematical identity. They would benefit from a small group focus with an MST in conjunction with effective classroom teaching that builds on the learning successes of the small group.		
Baseline Data:	Learners identified as achieving below the expected Year 3 level with a Gloss level of stage 4 or less in addition/subtraction, stage 4 or less in multiplication/division and stage 2-4 in proportions and ratios and learners identified as achieving below the expected Year 5 level with a Gloss level of stage 5 or less in addition/subtraction, stage 5 or less in multiplication/division and stage 2-4 in proportions and ratios. 2020 end of year data (Year 3 and Year 5) shows that a total of 28 learners were achieving below the expected level.		
Target Group	12 learners achieving at Gloss stage 4 or less in Year 3 and Gloss stage 5 or less in Year 5 (2020) will form the target group for intervention.		

Intervention

Based on the rationale of BES, along with best practice strategies, learners who were identified as achieving below the expected Year 3 and Year 5 level will form 2 target groups of 6 learners where they will attend 3 MST sessions per week for 16 - 20 weeks with a maths specialist trained teacher in a withdrawal group. They will participate in 3 extra lessons per week, in addition to their regular classroom teaching, designed to develop their capabilities, in order to achieve at the expected level of their peers and make accelerated progress over the time of the intervention. Lessons will focus around basic facts, problem solving across the three domains and the development of a positive mathematical disposition.

In class: Classroom teachers will be instructed and supported by the MST trained teacher and lead teacher of Mathematics to provide targeted intervention strategies in their classroom programmes to sustain and build on the learning from these MST lessons.

The teacher will focus on basic facts, mathematical language and problem-solving skills.

A gap analysis sheet will be used to target specific needs; for example, groupings within 10, groupings within 20, subtraction facts to 20, the number of 10's, 100's in a number and place value.

The Mathematics Dispositions Rubric sheet will be used at the beginning and end of the intervention to identify the level of shift.

Through professional discussions within their team, and collaborative expertise, classroom teachers will continue to implement and reinforce effective mathematical strategies guided by Effective Pedagogy in Mathematics (BES), support from the MST trained teachers and the use of a range of effective teaching resources to make accelerated progress in Mathematics for these learners.

Teaching resources to be used – Tirimoana basic facts sheets, NZC, Connecting the Strands text books, Figure-it-out, a range of maths equipment, Caxton NZ Curriculum text books, NRich activities, classroom equipment.

Inquiry Team:

Sitting alongside this intervention, an inquiry team including the DP, MST, lead Mathematics teacher, team leaders and classroom teachers will conduct a collaborative inquiry into how we can lift the achievement of our priority learners in a small group setting and maintain the gains back in the classroom.

Monitoring:

The target group of learners will be monitored regularly over a period of 16-20 weeks.

2020 data collected:

- End of Year report data/OTJ
- Gloss test from Term 4

2021 data to be collected:

- Basic facts information from February test
- March 2020 PAT data

Checkpoints at week 11 term 1 and week 5/6 (mid-way term 2)

The MST teachers will identify individual needs using gap analysis. This information will be shared with the classroom teachers and within the inquiry team.

The MST teachers involved in the intervention will monitor progress and administer initial and checkpoint data. A dispositions survey will also be completed at the beginning and end of the intervention.

The classroom teachers, MST teacher and Lead Maths teacher will regularly check progress (Basic facts progress, classroom observations, MST group observations) and engage in learning conversations with the learners. Teachers will discuss strategies used and next steps. The intervention teacher will have ongoing learning conversations with the Inquiry team, twice per term and classroom teachers.

Expected Outcome:

At the end of the intervention (16-20 weeks) at least 85% of the target children will:

Have moved at least 1 level in Gloss (from stage 4 to stage E5) in Year 4 and (from stage 5 to E6) in Year 6.

Have increased their basic facts knowledge, working confidently in level 2 or level 3 of the curriculum and have developed a positive mathematical disposition.

Outcome and Analysis of Variance

The 2021 school year was significantly impacted by the COVID lockdowns in Auckland, causing disruptions to planned learning interventions.

The Year 4 target intervention did not proceed because the teacher was required to cover significant staff absences due to COVID.

The Year 6 target intervention met weekly for all of Term 2 and into Term 3 until Auckland went into the 3 month lockdown. This target group focused on times tables (6x, 7x, 8x, 9x) and patterns of times tables, along with a focus on Family of Facts and using place value to solve subtraction equations.

There was no formal assessment of progress due to the extended lockdown and then significant student absences when school re-opened in November.

The school priorities shifted to wellbeing and reconnection to being physically at school. All assessment was postponed to the 2022 school year.



"Discover Your Talents"

Tirimoana Primary School Achievement Target for Year Two and Year Three -Reading 2021

School Name:	Tirimoana School	School Number:	1536
Strategic Aim:	Implement teaching and learning programmes based upon the essential learning areas and skills.		
Annual Aim:	To accelerate Learner success in literacy with a focus on Reading.		
Target:	<p>To accelerate progress of the Year 2 students who are 'below with potential' moving into their second year of schooling in reading._</p> <p>To accelerate progress of the Year 3 students who are 'below with potential' moving into their third year of schooling in reading._</p>		
Rationale:	<p>Reading has two basic components: word recognition (decoding) and language comprehension. Research studies show that a students make gains in their reading if decoding skills and language comprehension skills are known.</p> <p>Teachers create readers in the class by teaching students how to read, by being a reading role model and by creating a classroom culture where reading for pleasure is encouraged and supported.</p> <p>Learning how to read requires several complex accomplishments. For students to acquire 'the code' of written language, they need to draw on knowledge and skills taught to be able to read, respond and think critically about texts.</p> <p>Part of the knowledge and skills include:</p> <ul style="list-style-type: none">• knowledge of the alphabetic principle and of phoneme–grapheme relationships• developing phonemic awareness; blending and segmenting phonemes• knowledge of how words work;• automatic recognition of familiar words (automaticity).		
Hunch:	<p>A hunch we are exploring is that learning was disrupted during the 2020 COVID year for our youngest learners. It was not as easy for younger children to access and sustain distance learning; parental involvement was required, and young students are still developing the skills and knowledge to learn and work independently. Children with a more solid base of literacy skills were at least able to maintain or consolidate their learning, but the learners 'below with potential' did not have sufficient skills to progress in their learning. Our hunch includes 2020 Reading Recovery children who had a disjointed connection with the</p>		

	Reading Recovery series of lesson due to COVID Lockdowns. Poor attendance and a slow return back to school after COVID lockdowns impeded the traction for many learners.
Baseline Data:	<p>Year 2 students reading at Yellow or Blue on the Ready to Read colour wheel and Year 3 students reading at Green or Orange on the Ready to Read colour wheel have been identified from 2020 end of year data.</p> <p>Children new to Year 2 or Year 3 in 2021 may also be identified and add to this list.</p> <p>Year 3 students identified may have been discontinued from the Reading Recovery series of lessons .</p> <p>Baseline data will be taken using the following assessments :</p> <ul style="list-style-type: none"> • 2021 Running Record (seen) on Ready to Read text • Alphabet (Letter & Sound) assessment • Sound analysis identification (initial assessment to identify gaps) • Burt Word Test • Analysis of reading progress from the last 6 months of learning during the previous school year- To establish rate of progress. <p>Baseline data will be assessed by an external facilitator to keep consistency of the data.</p>
Target Group	From analysing the baseline data, Teachers in Year 2 and Year 3 will identify and select 3-4 children to explicitly teach and build on the progressions of phonemic knowledge and to increase the students bank of high frequency words. This is in addition to the students regular reading instruction.
Intervention	Referencing the 'Theory of Action Model' that mentor teachers learned from the ALL facilitator in 2020, classroom teachers will adapt their teaching programme to deliver extra explicit teaching to a group of 3-4 learners (on top of the regular class teaching) for 10 minutes each day, 4 times a week for around 10- 15 weeks, targeting the learning needs of these individual students.
Monitoring:	Teacher mentors will monitor the target group of learners who are 'below with potential' with checkpoints throughout the intervention.
Expected Outcome:	At the end of the intervention at the target children will make more progress in their reading level than the progress they made in the last 6 months of school last year.
Outcome and Analysis of Variance	The 2021 school year was significantly impacted by the COVID lockdowns in Auckland, causing disruptions to planned learning interventions.

Total Summary of Intervention Data (based on Running Records)

Year 2 Reading

31% (5 out of 16 learners) achieved the expected achievement level ('At') for the mid-year report.

69% (11 out of 16 learners) did not achieve the expected achievement level for the mid-year report.

Year 3 Reading

62% (8 out of 13 learners) achieved the expected achievement level ('At') for the mid-year report

38% (5 out of 13 learners) did not achieve the expected achievement level for the mid-year report.

Learners that did not achieve the expected achievement level:

11 out of 16 Year 2 learners did not reach the expected level; they moved up between three – seven sub-levels but this was not enough to make the expected achievement level.

5 out of 13 Year 3 learners did not reach the expected level; they all moved up four sub-levels, but this was not enough to make the expected achievement level for Year 3.

The intervention was successful for 45% of the learners overall (13 out of 29 students) who reached 'At' the expected achievement level for their year group. The teachers had a better understanding of the 'just in time learning' and the learners received extra targeted teaching and feedback.

While 31% (5 learners) of our Year 2 learners achieved 'At' expectation for the NZC Level 1, 69% (11 learners) of the learners did not achieve the expected level. There are reasons for this outcome.

- Firstly, teachers selected learners with the greatest need; there was a larger number of learners in 2020 (compared to previous years) who finished their first year of schooling at Yellow 1 and this is the expected reading level after six months of teaching in our school. Covid had the greatest impact on our youngest learners.
- The learners had only had six months of uninterrupted teaching in Year 1; some learners were slow to return to school after lockdown; and parents did not have the skills to support 'beginning' reading at home; hence the gap was too wide at the start of the intervention.
- The learners in the target group needed to move a minimum of 6 sub-levels in 10 weeks to be deemed as 'At' at the mid-point of the year.
- 10 of the learners who did not achieve 'At' made accelerated progress (moved up 4 or more sub-levels). This can be observed on the graphs attached at the end of this report.
- 1 learner moved 3 sub-levels but this is not considered to be acceleration

In Year 3 62% (8 learners) of the learners achieved 'At' the expected level while 38% (5 learners) of the learners did not reach the expected achievement level. There are reasons for this outcome.

- The 5 learners who did not reach 'At' all started from a lower starting point (Green 1); they moved up 3 sub levels to Orange 1 but this was not enough to achieve at the expected level for Year 3.
- 3 of the learners have other complex issues.
- 1 learner is new to our school this year.
- One teacher has retained practices of the old National Standards including using the age of the learner to determine 'At' or 'Below'.

The use of Gap Analysis provided the structure and framework for the teacher and learner to follow. The teachers received mentoring and support to consolidate and embed their new learning. This was enhanced when the mentors were allocated time to observe the teacher delivering the targeted intervention in class and were able to provide targeted feedback. This allocated time was well received by the teachers and mentors.

The benefits of ALL have grown from strength to strength as our teachers and mentors see the acceleration potential for our learners. They have embraced the opportunities of working collaboratively and learning from their colleagues to grow their toolbox of ideas and strategies to shift those learners most difficult to shift in Reading. This has worked most effectively within the teams and ALL progress is included and discussed in their weekly/fortnightly team meetings.

Acceleration provides for 'value added' to each learner and every learner involved in the intervention has made progress; from small to huge! The Reading graphs reflect the progress made to date and the foundation blocks are being laid to ensure our learners move from 'learning to read' to 'reading to learn'. It takes time for this to happen; dedication and commitment from our teachers, support from our mentors and the leadership from our Deputy Principal to monitor and support progress for our learners.



Tirimoana Primary School Achievement Target for Year One 2021

School Name:	Tirimoana School	School Number:	1536
Strategic Aim:	Implement teaching and learning programmes based upon the essential learning areas and skills.		
Annual Aim:	To accelerate learner success in literacy with a focus on phonics		
Target:	To monitor and accelerate achievement in phonics of Year 1 learners.		
Rationale:	<p>"At the emergent reading level, children are becoming more aware of the sounds of spoken language and are learning to differentiate between them. They are also learning letter names and learning to match sounds to letters. When they start learning to read and write in English, the initial sounds of words are the main source of information they use for encoding and decoding. They are also starting to notice some of the complexities of English, such as the hard and soft sounds of both "c" and "g" and the many different sounds of vowels. As they progress through the colour wheel levels, children's phonological awareness becomes more refined. Most children become able to differentiate many sounds within words and gain confidence with sound-letter matching in writing and letter-sound matching in reading. They begin to notice the similarities and differences between words and to use this knowledge to assist them in decoding and encoding as they read and write."</p> <p><i>Sound Sense – Ministry of Education 2003</i></p>		
Hunch:	<ul style="list-style-type: none"> • Our hunch is that children are entering school with lower levels of phonemic knowledge. • The Year 1 team has teachers with a range of teaching experience. For example: New to teaching teachers, new to level teachers. Teachers may not have the knowledge and experience to incorporate an explicit phonics focus in the reading programme. • With focused intervention the children will have accelerated progress in reading levels. 		
Baseline Data:	<p>Letter to sound and Sound to Letter understanding using Letter ID diagnostic test. To be taken on each student by KM or JP for consistency of data.</p> <p>Students who started Tirimoana School in February 2021 as a year 1 student.</p>		

	<p>Teachers will identify how phonics is taught in the classroom as part of the regular literacy programme.</p> <p>Summary: 2021 data collected:</p> <ul style="list-style-type: none"> • Name, Ethnicity, Date started school, ESOL • Baseline knowledge of phonics (Letter/Sound ID) • Running Record to determine Reading Level (Reading to Read) • Current classroom delivery of phonics
Target Group	Each class teacher will select 3-4 students from analysis of the baseline data who are reading at Red 3 or below.
Intervention	<p>From baseline data, students will receive direct instruction on phonics as an addition to the regular classroom programme.</p> <p>Intervention will take place over 12 weeks (Term 1- Term 2)</p>
Monitoring:	<p>Teacher will engage in a midpoint check with KM and JP to discuss progress of student and process.</p> <p>The target group of learners will be monitored regularly until the end of Term 2.</p>
Expected Outcome:	<p>At the end 12 weeks the target children will have increased their knowledge of phonics using the same pretest.</p> <p>The target children will have moved to at least Blue 3 with 95% accuracy.</p>
Outcome and Analysis of Variance	<p>The 2021 school year was severely impacted by COVID in Auckland. Despite this, the Year One Achievement Target has provided useful data for the first half year. Second half year data was unattainable due to school operating mostly remotely for 3 months, and in the last few weeks of the year less than 50% of students returned to school.</p> <p>In February 33 learners were surveyed. Of these, 25 were surveyed again in May (3 had moved to another school and 5 did not require re-testing). In November 6 learners were surveyed (3 didn't return to school after lockdown and the remainder did not require further testing).</p> <p>Most learners had secured their Letter ID by the second survey in May. A few learners required extra ongoing support due to developmental / speech delays.</p> <p>There was negligible difference between classes for the acquisition of alphabet ID. Each class implemented their own targeted approach for explicit teaching of phonics.</p> <p>Teachers reported confidence in teaching explicit instruction and learner gains.</p> <p>The intervention confirmed that with guidance for explicit teaching of phonics, teachers can sustain targeted teaching for a small group of learners and do not require an external intervention. This explicit teaching achieved success.</p>



"Discover Your Talents"

Tirimoana Primary School

Achievement Target for Lexia Reading and Writing 2021

School Name:	Tirimoana School	School Number	1536
Strategic Aim:	Implement teaching and learning programmes based upon the essential learning areas and skills.		
Annual Aim:	To improve Learner success in Reading and Writing.		
Target:	To accelerate progress and achievement of learners who did not achieve the expected curriculum level at the end the previous year in reading and writing using the Lexia Reading Programme. Most students will be identified from the year 4 cohort; however, the target will include some from years 5 and 6.		
Rationale:	<p>Tirimoana Primary has been using the online Lexia Core5 Reading program for many years. Lexia "supports educators in providing differentiated literacy instruction for students of all abilities in grades pre-K–5. Lexia's research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction." (https://www.lexialearning.com/products/core5)</p> <p>Tirimoana Primary purchase licenses (\$35 each) to use each year to support students who are below the expected curriculum level. Previously many students have been required to participate in the programme yet since it needs to happen in class not all students end up using the programme as expected.</p> <p>There has not previously been any analysis of the impact that the programme has on student outcomes.</p>		
Hunch:	<ul style="list-style-type: none"> • We have no evidence that Lexia is making a substantial difference for learners at our school despite using the program for many years. • There is anecdotal evidence that Lexia has made a difference for some learners. • Lexia may not have been used to the fullest of its capacity. • There is significant cost involved in the program and are we getting the shift. • It is an intervention that should have some merit as it is used in many schools. 		

	<ul style="list-style-type: none"> • There are some learners at the school who are struggling to make accelerated progress. • A personalised learning intervention will have benefit for individual learners.
Baseline Data:	<p>Learners identified as achieving below expected curriculum level will sit BURT Word, Schonell Spelling and Lexia Initial Level tests. A term 1 writing sample will be collected to compare progress at the end of the year. Tests to be administered by SC and KB for consistency of results.</p> <p>Summary: 2021 data collected:</p> <ul style="list-style-type: none"> • BURT Word Test • Schonell Spelling Test • Lexia Level Starting Level 2021 • Term 1 Writing Sample
Target Group	Each teacher, with SC, identifies students to participate in the program based on end of year OTJ
Intervention	From base line data students will take part in the Lexia reading program. Students will use the program, in class, as a part of their reading program (tumble). The intervention will run from midterm 1 to the beginning of term 4.
Monitoring:	Student progress will be checked at least twice a term (KB). If students are not progressing up the Lexia levels further support will be given to the students. Lexia provides additional offline resources (e.g. paper worksheets) to support learners with concepts if they are not progressing at the expected rate. Support staff (KB) can be provided to the students at this stage. The literacy leader (SC) will provide additional monitoring and support.
Expected Outcome:	<p>At the end of the intervention (24-28 weeks), students will have:</p> <ul style="list-style-type: none"> Moved the equivalent of 1.5 years of levels as determined in the Lexia Programme. Increased their spelling age by 1.5 years. Increased 1.5 years in their reading age. These outcomes show accelerated progress.
Outcome and Analysis of Variance	<p>The 2021 school year was significantly impacted by the COVID lockdowns in Auckland, causing disruptions to planned learning interventions.</p> <p>The number of students participating in Lexia interventions fluctuated due to the COVID lockdowns, so accurate comparisons of participation and progress have been difficult to determine. Participation varied according to family circumstances and commitment to the programme at home. The expectation of the Lexia intervention was for 60 minutes per week for 40 weeks (2400 minutes).</p> <p>Full reporting of data cannot be presented for the following reasons:</p>

- Lockdowns
- Access to Lexia via distance Learning
- Inconsistent attendance during distance learning and when school reopened for face-to-face teaching
- Disruptions to staff involvement
- Access to suitable devices

Data from Year 2 Students is available for some because support staff actively committed to Lexia during lockdown from August to December. Pretesting data is available, but post intervention data is variable.

All learners were placed on Lexia prior to lockdown to determine level of confidence prior to commencement.

Across the school results were mixed. Some learners completed a lot of time on the programme, recording between 1000 and 6261 minutes. 1 learner completed 6,261 minutes and subsequently progressed 8 Lexia levels, (equivalent to 1.5 school years of progress.)

Access to suitable devices proved problematic with senior students issued Chromebooks for home learning which were not suitable for Lexia, (Lexia is available on iPads at school.)

Feedback from teachers is that Lexia is only sustainable if there is a staff member, either a teacher or support staff, to run the Lexia programme with the learners.

Due to disruptions, it is difficult to ascertain the usefulness of Lexia in supporting students learning progress when COVID presented other priorities. Recommend repeat the exercise in a normal school year.

Tirimoana School Kiwisport and P.E. Report 2021

Kiwisport Funding

The school received Kiwisport funding from the Ministry of Education again in 2021.

Budget

Kiwisport Income for 2021: \$9333.14

Kiwisport Expenditure for 2021: General sports equipment and PE consumables was \$2070 and the balance was put towards the wages for our PE teacher. All the funding was spent.

Below is a summary of the various programmes and activities. Due to Covid many planned activities in the Sports programme/Physical Education (P.E.) delivery at Tirimoana had to be cancelled.

Equipment

We continue to maintain, organise storage and coordinate the distribution to classes of P.E. equipment.

Gymnastics Programme - The team from Gymkids were contracted to provide 2 lessons per class in Term 2. The final days of this programme were Covid affected.

Saturday/Thursday School Netball through Waitakere Netball - Another successful season with plenty of players and teams. This after-school activity relies heavily on the recruitment of parent coaches, as well as teachers who volunteered to coach the teams.

Sports Cluster Zonals (or Extra Events):

Softball: scheduled for T1, cancelled.

Athletics: scheduled for T1, cancelled.

Ki o rahi: scheduled for T1, cancelled.

Futsal (Indoor Soccer): One boy and one girls team went to Te Pai Indoor Stadium for this event run by the Northern Football Federation.

Rippa: Scheduled for T2, cancelled.

Swimming: Scheduled for T2, cancelled.

Football: Completed in T2, sending 2 boys(mixed) teams and 2 girl's teams. Parent helpers assisted teachers on the day.

Wrestling – (Novice Tournament) (T2) – The second annual tournament ran again this year. Good numbers of boys, and more girls this year, challenged themselves by competing. Rutherford College again allowed us to book their van for transportation to a training session at The Te Atatū Wrestling Club (based at Club Physical Te Atatū South).

Oratia-Tirimoana Annual Rugby Challenge (T.3) – this challenge was competed for again this year across 2 games, home and away. Tirimoana again dominated these games, retaining the shield. Thanks again to the two parents for their coaching and organisation of this series.

Swimming League (Sunday mornings) – scheduled for T3, cancelled.

Netball: Scheduled for T3, cancelled.

Basketball: Scheduled for T3, cancelled.

Cross Country: Scheduled for T4, cancelled.

Cricket: Scheduled for T4, cancelled.

Field Hockey – These hockey events were organised by a teacher (exchange with Henderson Valley School and afterschool league) with assistance from two other teachers. Plenty of training sessions were held but the events were cancelled.

PRINCIPAL'S ANNUAL REPORT – END OF YEAR 2021

December 2021

School opened for the 2021 year on Wednesday 3 February and closed on Thursday 16 December. The school was open for 380 half days as per MOE guidelines. During the year school had periods when it was only open for Home Learning/Online learning due to restrictions from the COVID pandemic lockdowns, and open partially for on-site learning for children of essential workers.

School also held 2 NZEI Teacher Only Days during the year as per the Primary Teachers Collective Employment Agreement which meant that on these days school was not open for teaching but was allowed within the 380 half days. These days occurred on 29 March and 8 June, with a focus on professional learning development in Mathematics. Mathematics was referenced as a key focus in the 2021 Annual Strategic Plan and the 2021 Kahui Ako Achievement Challenge Plan.

The peak roll for 2021 was reached on September 6th, with a roll of 681 students plus 1 International student. We exceeded the 2021 Provisional Staffing of 666 students.

The 2021 year was significantly impacted by COVID 19 restrictions and community lockdowns. This meant that many planned school initiatives did not take place, and that all plans had to be adapted to accommodate the impact of COVID health and safety measures. School relied on regular information provided by the Ministry of Education and Public Health.

Disruption to learning meant that for the second half year teachers were unable to gather reliable progress and achievement data. Teachers were not able to upload achievement data on to EDGE at the end of the year. Instead, a special COVID year report for parents was generated to reflect on the qualities and attributes that each student displayed when both learning at school and at home.

2021 was a year with significant property improvements, funded by both the Ministry of Education and the Board. These included a new creative playground, the creation of a Dinosaur Den, fencing to create a safe-zone play area, refurbishment to several classrooms and corridors, upgrading Room 24, upgrading student toilets and installation of a new Gas fired heating system.

The COVID restrictions places added burdens on staff. Planned aspects of their personal Professional Growth Cycles for professional learning did not take place. However, all teachers engaged in powerful PLD in Mathematics, and all staff learned new skills and approaches working from home. The 2021 Annual Strategic Plan identified early on that COVID may impact on the school year. This enabled senior leaders and all staff to quickly adapt when required. I acknowledge and commend the commitment of all staff during COVID lockdowns and when working on-site under restrictions.

To start the school year, we welcomed a new Deputy Principal, whose appointment was strategic in relation to his skills in ICT. This was an outcome of experiences of COVID in 2020, and of the need for strong leadership in ICT to support staff and students with home learning.

Later in the year, as the number of 5-year-old students increased, we employed a beginning teacher, No sooner had she started, then we went into a 3-month lockdown. I acknowledge the many staff that supported our new BT through this period and in particular, her tutor teacher.

During the year three staff left our employment. One teacher retired after many years of service at Tirimoana, and the other teacher resigned to take up a position as Kaiako-Rumaki at Kelston Girls College. The assistant caretaker, resigned to take up a new position in the commercial sphere.

School was well resourced by the Ministry of Education for projects and initiatives to support selected students manage and adapt to COVID restrictions. School received over \$50,000 for these initiatives. I acknowledge the applications prepared by our SENCO, that generated some of these funds. As well, the Board invested in a 5-year contract for an Employment Assistance Programme to support staff who may have been experiencing additional stress or anxiety due to COVID.

As the year ended, it looks increasingly likely that the school will exceed its planned budget surplus for the year. This is strategically important as it balances the deficit of the 2020 school year.

Staff responded well to requirements for the COVID vaccination mandate as per the Public Health Order. I appreciate that this was very new for everyone and that it required all staff to consider their wellbeing and their privacy, while at the same time having to disclose and share their personal health information.

At year end we advertised two assistant principal positions which were appointed from within the staff. Congratulations to these two teachers. Congratulations also our teacher who won an Across School Lead position in the Te Atatu Kahui Ako.

Thank you to all staff for their work during 2021. Thanks also to the support the Senior Leadership Team gave to me as principal, to manage the complexities of leading a school through a challenging pandemic.

Throughout this complex year, our Board remained focused on the wellbeing of their employees, and consistently acknowledged the work of all staff. Thank you to each board member, and especially to our Chairperson.

Peter Kaiser
Principal

Tirimoana School: Chairpersons Report

2021 End of the report

Wow another years comes to an end and what a year it has been. It has certainly thrown up challenges to the school and board. Started with responding to a formal complaint and finished with a Covid lockdown with plenty of challenges in between. My highlight for the year has been the resilience and commitment of the school staff to give the Tirimoana students the best learning/school experience possible no matter the challenges. Second highlight was getting out of the end of year Chairpersons speech at the prizegiving 😊.

I sent the following message to Peter to share with the school staff which best reflects how I feel:

"I would like to thank all of the Tirimoana School staff for incredible work they have put in across 2021. It has been an unbelievably challenging year for staff and students and throughout the year you have continued to put students first, often before your own families, and done an amazing job to support students throughout 2021. In lock down, as a parent, you worry about your children's education and interaction with their teacher and classmates and the work you have put in to see that this has continued was second to none and has eased the worry and stress for many families. On behalf of myself and the Board I would like to thank you all for the role you have taken in supporting our Tirimoana School community in 2021. Please please please have a relaxing holiday and rest up, you all deserve it. Merry Christmas and see you all in 2022"

I would like to thank Peter and the senior leadership team for the incredible work you have put in over 2021. Peter has done the simple and very effective management strategy of surrounding himself with very good people and this shows in how well you have managed the school through the challenges of 2021. You are a highly effective team and pleasure to be involved with. You certainly make the board life easier.

It is pleasing to note that even with the challenges of the last two years, we continue to maintain the property assets to a high standard and across 2021 we have made some fantastic improvements with the addition of the second sports canopy, the new playground, addition of room 28 to the hall and upgrades of toilets. The addition of these facilities will serve the school well into the future. I continue to be amazed by the property improvements made over the 8 and 1/2 years I have been on the Board.

I would like to thank the fantastic board members for their continued support of me and the school. You all do a fantastic job and continue to govern the school to a high standard.

I hope everyone has a fantastic Christmas break, and as said above please please please have a relaxing holiday and rest up, you all deserve it. Merry Christmas and see you all in 2022"

Stephen Thomson
Chairperson


