

HATAITAI SCHOOL

Annual Report - For the year ended 31 December 2021

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Hataitai School

Statement of Responsibility

For the year ended 31 December 2021

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

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

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

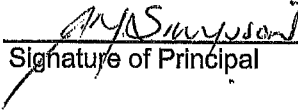
The School's 2021 financial statements are authorised for issue by the Board.

Sarah marie bracewell
Full Name of Presiding Member


Signature of Presiding Member

30.11.23
Date:

Jacinta Mary Simpson
Full Name of Principal


Signature of Principal

30.11.23
Date:

Hataitai School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue				
Government Grants	2	2,293,361	2,512,000	2,420,692
Locally Raised Funds	3	159,643	169,500	183,988
Interest Income		149	1,000	511
		<u>2,453,153</u>	<u>2,682,500</u>	<u>2,605,191</u>
Expenses				
Locally Raised Funds	3	59,285	79,500	63,264
Learning Resources	4	1,680,354	1,706,500	1,619,652
Administration	5	215,596	188,400	205,125
Finance		820	-	797
Property	6	542,400	649,000	646,969
Depreciation	9	58,536	62,000	73,880
		<u>2,556,991</u>	<u>2,685,400</u>	<u>2,609,687</u>
Net Surplus / (Deficit) for the year		(103,838)	(2,900)	(4,496)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(103,838)</u>	<u>(2,900)</u>	<u>(4,496)</u>

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

Hataitai School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Equity at 1 January		407,970	413,055	412,466
Total comprehensive revenue and expense for the year		(103,838)	(2,900)	(4,496)
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	-
Equity at 31 December		304,132	410,155	407,970
Retained Earnings		304,132	410,155	407,970
Reserves		-	-	-
Equity at 31 December		304,132	410,155	407,970

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.

Hataitai School

Statement of Financial Position

As at 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Assets				
Cash and Cash Equivalents	7	445,064	48,155	133,055
Accounts Receivable	8	148,791	110,000	119,070
GST Receivable		-	12,000	13,342
Prepayments		2,435	6,000	5,906
		596,290	176,155	271,373
Current Liabilities				
GST Payable		54,052	-	-
Accounts Payable	10	140,325	145,000	161,627
Revenue Received in Advance	11	846	-	-
Provision for Cyclical Maintenance	12	-	-	40,909
Finance Lease Liability	13	5,517	4,000	3,999
Funds held for Capital Works Projects	14	416,534	-	47,064
		617,274	149,000	253,599
Working Capital Surplus/(Deficit)		(20,984)	27,155	17,774
Non-current Assets				
Property, Plant and Equipment	9	355,567	408,000	396,929
		355,567	408,000	396,929
Non-current Liabilities				
Provision for Cyclical Maintenance	12	25,554	10,000	3,050
Finance Lease Liability	13	4,897	15,000	3,683
		30,451	25,000	6,733
Net Assets		304,132	410,155	407,970
Equity		304,132	410,155	407,970

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

Hataitai 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		482,525	492,000	507,477
Locally Raised Funds		149,364	169,500	183,888
Goods and Services Tax (net)		67,394	-	(2,413)
Payments to Employees		(337,939)	(249,000)	(287,547)
Payments to Suppliers		(403,692)	(394,400)	(342,804)
Interest Paid		(820)	-	(797)
Interest Received		149	1,000	511
Net cash from/(to) Operating Activities		(43,019)	19,100	58,315
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(9,260)	(20,000)	(5,847)
Net cash from/(to) Investing Activities		(9,260)	(20,000)	(5,847)
Cash flows from Financing Activities				
Finance Lease Payments		(5,182)	(39,000)	(15,161)
Funds Held for Capital Works Projects		369,470	(45,000)	41,378
Net cash from/(to) Financing Activities		364,288	(84,000)	26,217
Net increase/(decrease) in cash and cash equivalents		312,009	(84,900)	78,685
Cash and cash equivalents at the beginning of the year	7	133,055	133,055	54,370
Cash and cash equivalents at the end of the year	7	445,064	48,155	133,055

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.

Hataitai School

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 12.

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 9.

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.

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

Inventories are consumable items held for sale and 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) 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	20–50 years
Furniture and equipment	5–10 years
Information and communication technology	5 years
Leased assets held under a Finance Lease	Term of Lease
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 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 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 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.

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 is a reasonable estimate, based on an up to date 10 Year Property Plan (10YPP) or another appropriate source of evidence.

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.

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

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 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Operational Grants	425,237	440,000	452,999
Teachers' Salaries Grants	1,417,565	1,500,000	1,378,604
Use of Land and Buildings Grants	392,039	520,000	534,611
Other MoE Grants	52,765	50,000	53,689
Other Government Grants	5,755	2,000	789
	<u>2,293,361</u>	<u>2,512,000</u>	<u>2,420,692</u>

The school is not eligible for the donations scheme for this year

3. Locally Raised Funds

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue			
Donations & Bequests	74,480	75,000	67,370
Fees for Extra Curricular Activities	69,656	82,000	99,363
Trading	3,733	500	1,877
Fundraising & Community Grants	1,025	2,000	1,088
Other Revenue	10,749	10,000	14,290
	<u>159,643</u>	<u>169,500</u>	<u>183,988</u>
Expenses			
Extra Curricular Activities Costs	53,484	77,000	62,348
Trading	4,845	500	-
Fundraising and Community Grant Costs	956	2,000	916
	<u>59,285</u>	<u>79,500</u>	<u>63,264</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>100,358</u>	<u>90,000</u>	<u>120,724</u>

4. Learning Resources

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Curricular	23,255	36,500	37,330
Employee Benefits - Salaries	1,656,322	1,658,000	1,581,596
Staff Development	777	12,000	726
	<u>1,680,354</u>	<u>1,706,500</u>	<u>1,619,652</u>

5. Administration

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Audit Fee	7,000	7,000	6,000
Board Fees	-	3,000	2,550
Board Expenses	1,829	2,000	2,573
Communication	3,444	6,000	5,645
Consumables	28,399	17,000	30,004
Operating Lease	28,375	-	23,162
Other	30,183	26,300	32,306
Employee Benefits - Salaries	99,523	110,000	86,258
Insurance	7,243	7,500	7,627
Service Providers, Contractors and Consultancy	9,600	9,600	9,000
	<u>215,596</u>	<u>188,400</u>	<u>205,125</u>

6. Property

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Caretaking and Cleaning Consumables	78,063	72,500	76,019
Cyclical Maintenance Provision	6,795	10,000	(12,059)
Grounds	14,281	7,000	7,773
Heat, Light and Water	17,359	20,000	19,779
Rates	2,584	2,500	2,318
Repairs and Maintenance	23,054	11,000	10,870
Use of Land and Buildings	392,039	520,000	534,611
Security	8,225	6,000	7,658
Employee Benefits - Salaries	-	-	-
	<u>542,400</u>	<u>649,000</u>	<u>646,969</u>

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

7. Cash and Cash Equivalents

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Bank Accounts	404,886	48,155	82,914
Short-term Bank Deposits	40,178	-	50,141
Bank Overdraft	-	-	-
Cash and cash equivalents for Statement of Cash Flows	<u>445,064</u>	<u>48,155</u>	<u>133,055</u>

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

Of the \$445,064 Cash and Cash Equivalents, \$416,534 is held by the School on behalf of the Ministry of Education. These funds have been provided for 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 2021 on Crown owned school buildings.

8. Accounts Receivable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Receivables	31,225	-	20,100
Teacher Salaries Grant Receivable	117,566	110,000	98,970
	<u>148,791</u>	<u>110,000</u>	<u>119,070</u>
Receivables from Exchange Transactions	31,225	-	20,100
Receivables from Non-Exchange Transactions	117,566	110,000	98,970
	<u>148,791</u>	<u>110,000</u>	<u>119,070</u>

9. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2021						
Building Improvements	282,937	-	-	-	(27,449)	255,488
Furniture and Equipment	90,587	4,710	-	-	(20,967)	74,330
Information and Communication Technology	7,847	4,550	-	-	(3,225)	9,172
Leased Assets	8,465	7,914	-	-	(6,009)	10,370
Library Resources	7,093	-	-	-	(886)	6,207
Balance at 31 December 2021	<u>396,929</u>	<u>17,174</u>	<u>-</u>	<u>-</u>	<u>(58,536)</u>	<u>355,567</u>

The net carrying value of equipment held under a finance lease is \$10,370 (2020: \$8,465)

	2021 Cost or Valuation \$	2021 Accumulated Depreciation \$	2021 Net Book Value \$	2020 Cost or Valuation \$	2020 Accumulated Depreciation \$	2020 Net Book Value \$
Building Improvements	476,404	(220,916)	255,488	476,404	(193,467)	282,937
Furniture and Equipment	251,609	(177,279)	74,330	246,899	(156,312)	90,587
Information and Communication T	100,528	(91,356)	9,172	95,978	(88,131)	7,847
Leased Assets	99,045	(88,675)	10,370	91,131	(82,666)	8,465
Library Resources	94,748	(88,541)	6,207	94,748	(87,655)	7,093
Balance at 31 December	<u>1,022,334</u>	<u>(666,767)</u>	<u>355,567</u>	<u>1,005,160</u>	<u>(608,231)</u>	<u>396,929</u>

10. Accounts Payable

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Creditors	13,120	30,000	53,127
Accruals	7,000	5,000	6,000
Banking Staffing Overuse	341	-	1,232
Employee Entitlements - Salaries	117,566	110,000	98,970
Employee Entitlements - Leave Accrual	2,298	-	2,298
	<u>140,325</u>	<u>145,000</u>	<u>161,627</u>
Payables for Exchange Transactions	140,325	145,000	161,627
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>140,325</u>	<u>145,000</u>	<u>161,627</u>

The carrying value of payables approximates their fair value.

11. Revenue Received in Advance

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Other revenue in Advance	846	-	-
	<u>846</u>	<u>-</u>	<u>-</u>

12. Provision for Cyclical Maintenance

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Provision at the Start of the Year	43,959	43,959	56,018
Increase/ (decrease) to the Provision During the Year	6,795	10,000	(12,059)
Use of the Provision During the Year	(25,200)	-	-
Provision at the End of the Year	<u>25,554</u>	<u>53,959</u>	<u>43,959</u>
Cyclical Maintenance - Current	-	-	40,909
Cyclical Maintenance - Term	25,554	10,000	3,050
	<u>25,554</u>	<u>10,000</u>	<u>43,959</u>

13. Finance Lease Liability

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
No Later than One Year	5,517	4,000	3,999
Later than One Year and no Later than Five Years	4,897	15,000	3,683
Later than Five Years	-	-	-
Future Finance Charges	-	-	-
	<u>10,414</u>	<u>19,000</u>	<u>7,682</u>
Represented by			
Finance lease liability - Current	5,517	4,000	3,999
Finance lease liability - Term	4,897	15,000	3,683
	<u>10,414</u>	<u>19,000</u>	<u>7,682</u>

14. 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 in Cash and Cash Equivalents note 7.

	2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
ENV Remediation		(62)	236,202	49,172	-	186,968
AMS Upgrade		41,440	237,480	50,155	-	228,765
Toilet		5,686	-	4,885	-	801
Totals		<u>47,064</u>	<u>473,682</u>	<u>104,212</u>	<u>-</u>	<u>416,534</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	416,534
Funds Due from the Ministry of Education	-
	<u>416,534</u>

	2020	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
ENV Remediation		-	106,960	107,022	-	(62)
AMS Upgrade		-	53,025	11,585	-	41,440
Toilet		5,686	-	-	-	5,686
Totals		<u>5,686</u>	<u>159,985</u>	<u>118,607</u>	<u>-</u>	<u>47,064</u>

15. 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.

16. Remuneration

Key management personnel compensation

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

	2021 Actual \$	2020 Actual \$
<i>Board Members</i> Remuneration	-	2,550
<i>Leadership Team</i> Remuneration Full-time equivalent members	255,754 2	239,830 2
Total key management personnel remuneration	<u>255,754</u>	<u>242,380</u>

There are **7** members of the Board excluding the Principal. The Board had held **8** full meetings of the Board in the year. 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 matters including finance and property.

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	140-150	150-160
Benefits and Other Emoluments	6-7	8-9
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	1	0
	<u>1.00</u>	<u>0.00</u>

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

17. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be board members, committee members, 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	-	-
Number of People	-	-

18. Contingencies

There are no contingent liabilities 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.

19. Commitments

(a) Capital Commitments

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

(a) \$343,162 contract for Build ENV Remediation to be completed in 2022, which will be fully funded by the Ministry of Education. \$343,162 has been received of which \$156,194 has been spent on the project to date; and

(a) \$290,505 contract for AMS Project to be completed in 2021, which will be fully funded by the Ministry of Education. \$290,505 has been received of which \$61,740 has been spent on the project to date

(Capital commitments at 31 December 2020: \$41,108)

(b) Operating Commitments

As at 31 December 2021 there are no operating commitments. (2020:Nil)

20. 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 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Cash and Cash Equivalents	445,064	48,155	133,055
Receivables	148,791	110,000	119,070
Total Financial assets measured at amortised cost	<u>593,855</u>	<u>158,155</u>	<u>252,125</u>

Financial liabilities measured at amortised cost

Payables	140,325	145,000	161,627
Finance Leases	10,414	19,000	7,682
Total Financial Liabilities Measured at Amortised Cost	<u>150,739</u>	<u>164,000</u>	<u>169,309</u>

21. Events After Balance Date

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

22. Comparatives

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



INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF HATAITAI SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2021

The Auditor-General is the auditor of Hataitai School (the School). The Auditor-General has appointed me, Pam Thompson, using the staff and resources of Deloitte Limited, 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, that comprise the statement of financial position as at 31 December 2021, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2021; and
 - its financial performance and 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.

Our audit was completed on 30 November 2023. This is the date at which our opinion is expressed.

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

Basis for our 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 Novopay 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 arises from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. Other Information has not been received by the auditor at the date the audit report is signed. Other information does not include the financial statements, and our auditor's report thereon.

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

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *International Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with or interests in the School.

A handwritten signature in black ink that reads "Pam Thompson".

Pam Thompson,
Deloitte Limited
On behalf of the Auditor-General
Wellington, New Zealand



21 December 2023

Kiwisport funding - Statement

We used our Kiwisport funding (\$4,196.40) to increase students' participation in organised sport. I.e. Life Education deposit, American Football resources, coaching opportunities, and sports and physical education equipment.

The funding was utilized on purchasing sports tops so students could represent the school at various sporting events. It also subsidized all students Year 1-8 traveling to Akau Tangi sports center for sporting activities; and to fund outside providers to come into the school and provide expert training and coaching.



HATAITAI SCHOOL

TARGETS

and

Analysis of Variance (December 2021)

2021

TARGET 1 - PB4L

LEARNING TEAM	All Year 1-8 Students
WHO	Wendy Smyth/Wendy Taylor/John Ford: external Facilitators. Principal/Amanda Smith/Megan Hinge - Staff
STRATEGIC AIM	The vision for Hataitai School students is that they are: 'Confident, independent, highly achieving students who enjoy learning.'
FOCUS	Students will: Participate in a values programme (PB4L) that provides a positive school climate and creates a supportive environment for personal, social and academic growth for all students. To grow an inclusive and respectful community where everyone can thrive.
GOALS	<ul style="list-style-type: none"> ● To create a positive and supportive environment ● To provide expectations that are consistently clear ● To consistently teach expected behaviours ● To consistently acknowledge expected behaviours positively ● To respond to inappropriate behaviours consistently and in a fair and equitable way ● Incidences of inappropriate behaviour are monitored and reduced ● Students and Staff will deepen their understanding of what it means to be RESPECTFUL in their practices and learning ● Students and Staff will have more strategies and techniques to maintain an environment of learner agency where our learners have the power to act.
Overall TARGET GROUPS <i>Year 1-8 Students</i>	<p>Students will: Successfully gain a knowledge and understanding of what the Hataitai School Value:</p> <p>RESPECT</p> <p style="text-align: center;"> MANA - Respect for Self MANAAKI - Respect for Others AKO - Respect for Learning </p>
ANNUAL TARGET for 2021	Hataitai School Value and Behaviour System embedded in the Tier 2 PB4L framework.
BASELINE DATA <i>December 2020</i>	<p>We analysed school wide data from 2020:</p> <ul style="list-style-type: none"> ○ The staff recognised at the end of 2020 that the School Houses system could support and recognise positive behaviour ○ Behaviour data showing continuous poor behaviour choices for some students ○ Teacher observations and the sentiment that a review was needed to support the students to make positive behaviour choices. ○ SET-carried out by Wendy Taylor

	<ul style="list-style-type: none"> o Staff Survey held to gather data and voice
<p>INDICATORS for Key Improvement Strategies</p>	<p>2021 Key Improvement Strategies: <i>What do we have to learn? What will we do? When? Who is responsible?</i></p> <ul style="list-style-type: none"> ● To develop and implement an understanding of PB4L Tier 2 ● Positive behaviour is a prerequisite to improving the engagement and achievement of students. ● Positive behaviour can be learned, and difficult and disruptive behaviour can be unlearned. ● Individual students are not a 'problem'. We need to change the environment around them to support positive behaviour.
<p><u>ANALYSIS of VARIANCE and EVALUATION</u> <i>'Why did the outcomes happen?'</i></p> <p>December 2021</p>	<p>General Reflection in this Curriculum area this year - WHAT:</p> <ul style="list-style-type: none"> ● The full staff worked towards training for Tier 2 in 2022 and have been attending workshops to prepare us for this. ● During the first half of the year (pre level 2 COVID-19) we had very successful focus sessions on PB4L with all students and staff during our weekly school assemblies. ● Our data shows us the incidents and/or cases of incidents being reported have reduced dramatically this year. <p>What Factors contributed – WHY:</p> <p>The factors which contributed were:</p> <ul style="list-style-type: none"> ● The PB4L leaders met regularly to check that we were on track and that actions that could be carried out, had been. Meeting Minutes were kept. ● Staff were kept up-to-date and were involved in decision making. ● Ongoing Staff Professional Development provided by external facilitators/internal leadership ● COVID 19 focus on student physical and mental well being. ● Weekly celebration of our values at school assemblies. <p>What is the value and worth - SO WHAT:</p> <ul style="list-style-type: none"> ● We are now in a good position to implement Tier 2 training. Our Tier 1 systems are working well and there is a common understanding across all staff. It will be important to keep Professional Development going as new staff join Hataitai School. All staff are engaged and proactively participated in the professional development programme.
<p><u>2022 TARGET</u> <i>Where are we going?</i></p>	<p>2022 Targets: <i>Where are we going?</i></p> <ul style="list-style-type: none"> o Preparation for tier 2 training o Continue to embed Tier 1 practices

TARGET 2 - MATHEMATICS

STUDENTS	Year 1-8 Students who are underachieving in Mathematics
STRATEGIC AIM:	The vision for Hataitai School students is that all students are – ' <i>Confident, independent, highly achieving students who enjoy learning.</i> '
WHO	Judith Douglas - Mathematics Curriculum Leader/Principal/Wendy Taylor (MOE PLD)/AiLM Programme (5 staff)/all staff
FOCUS	We will have high expectations academically and holistically for all our students. We will foster 21st Century skills through Inquiry learning and provide an enriching programme for all learners.
ANNUAL AIMS for 2021	<p>Annual Target: <i>Where do we want to be by the end of 2021? What are the Student outcomes we want to see?</i></p> <ul style="list-style-type: none"> • Move the disposition of maths learners to promote real life learning, using rich tasks and connected learning • Students will have an excellent attitude towards Maths and self efficacy in Maths • Raise teacher responsiveness to student achievement through professional development opportunities.
2021 TARGET	<p>2021 Target: <i>Where are we going?</i></p> <ul style="list-style-type: none"> • Continuing to increase teachers evaluative capacity - making overall and specific judgements about individual learning and achievement in Maths (using tools such as the LPF) • Teacher Inquiry and consolidation into the teaching of Maths • Moderation and Assessment of Maths • All teachers to be exposed to planning, assessing and working within a contextual approach to maths teaching • Idea for big picture teaching and learning approach in Maths: • All teachers set up positive classroom norms using testing to confirm Overall Teacher Judgements in Term 2 • Addressing the needs of those struggling in Maths through 4 teachers attending the ALIM (Accelerating Learning in Maths) training • Move the disposition of maths learners to promote real life learning, using rich tasks and connected learning.
BASELINE DATA December 2020	Includes annual reports, teacher observations through Big Idea teaching, GLOSS-JAM-PAT testing annually/anecdotal conversations and student work samples
ACTIONS <i>'What will we do?'</i>	<ul style="list-style-type: none"> o Professional Development - PLD is completed and signed off. o Teachers feeling success and confident using this mathematical approach o Classroom Walk Throughs each term to ensure positive norms
<u>ANALYSIS of VARIANCE</u> and <u>EVALUATION</u> <i>'Why did the outcomes happen?'</i>	<p>General Reflection in this Curriculum area this year - WHAT:</p> <ul style="list-style-type: none"> • Sustain and complete the Maths PLD tenure • Implementation of schoolwide ALIM programme • Culling of resources and textbooks

<p>December 2021</p>	<ul style="list-style-type: none"> Updating the Hataitai School Teaching and Learning Guide <p>What Factors contributed – WHY: Other contributing factors to note:</p> <ul style="list-style-type: none"> Covid -19 interruptions delayed the completion of the pPLD programme in Term 1 Staff wide <p>What is the value and worth - SO WHAT:</p> <ul style="list-style-type: none"> Students are connected, lifelong learners who are problem solvers, collaborators and who can justify their answers and reasoning. They can make links between concepts and think conceptually. Teacher confidence and skill enhanced 																				
<p><u>DATA STUDENT ACHIEVEMENT OUTCOME</u></p>	<p>SCHOOL WIDE ACHIEVEMENT for 1 YEAR - MATHEMATICS 2018 - 2019 - 2020- 2021</p> <table border="1" data-bbox="524 571 2114 967"> <thead> <tr> <th>YEAR</th> <th>NUMBER of STUDENTS assessed</th> <th>STUDENTS achieving AT or ABOVE in MATHEMATICS</th> <th>PERCENTAGE of STUDENTS</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>340</td> <td>300</td> <td>88.0%</td> </tr> <tr> <td>2019</td> <td>327</td> <td>283</td> <td>87.0%</td> </tr> <tr> <td>2020</td> <td>325</td> <td>306</td> <td>94.0%</td> </tr> <tr> <td>2021</td> <td>285</td> <td>260</td> <td>91%</td> </tr> </tbody> </table> <p>ANALYSIS of 2021 Achievement: Students achieving in Mathematics 'AT' and 'ABOVE' - 91% Students achieving in Mathematics 'BELOW' - 8% x1 Special Needs ORS Student is achieving 'WELL BELOW'</p>	YEAR	NUMBER of STUDENTS assessed	STUDENTS achieving AT or ABOVE in MATHEMATICS	PERCENTAGE of STUDENTS	2018	340	300	88.0%	2019	327	283	87.0%	2020	325	306	94.0%	2021	285	260	91%
YEAR	NUMBER of STUDENTS assessed	STUDENTS achieving AT or ABOVE in MATHEMATICS	PERCENTAGE of STUDENTS																		
2018	340	300	88.0%																		
2019	327	283	87.0%																		
2020	325	306	94.0%																		
2021	285	260	91%																		
<p><u>2022 TARGET</u></p> <p>Where are we going?</p>	<ul style="list-style-type: none"> Sustainability of maths teaching and learning programmes Ensure 5 practices framework is used schoolwide Ensure Learning Progressions are used schoolwide Refresh staff on the Maths Teaching and Learning policy, procedures and guidelines Termly 'walkthroughs' to ensure good practice Student voice taken from across the school at regular intervals throughout the year. 																				

Curriculum Evaluation Summary 2021: Health and PE Curriculum

Evaluation is about getting to the 'So What!'

It is about 'the systematic collection of information to make judgements, improve program effectiveness and/or generate knowledge to inform decisions and future programs.'

– Patton 1997

Our PE and Health Curriculum activities and resources are supported and funded by the MOE Kiwisport Funding each year.

December 2021	Comment
Hataitai School Board of Trustees STRATEGIC AIM	We will have high expectations academically and holistically for all our students. We will foster 21st Century skills through Inquiry learning and provide an enriching programme for all learners.
Curriculum Leader	Rachel Peterson
Curriculum Team	Who: above
Evaluation	<p>General Reflection in this Curriculum area this year - WHAT:</p> <ul style="list-style-type: none"> ● Successfully run school sporting events for cross country, swimming, and athletics ● Implemented new sports in school like American football ● Got coaches in for tennis, badminton, and football for years 1 - 8 ● Eastern Zones competitions for Football, Cross country, netball ● ASB Futsal tournament for years 1 - 8 ● Navigating the Journey for years 1 - 8 ● Two new Basketball hoops for the school ● Donation of basketballs, netballs, rugby balls, and cricket gear from Neke sports ● Cancelled Eastern Zone swimming, floorball and athletics ● Attempting to run a spirit of sports assembly in a slightly edited version ● Swimming lessons in term 1 for Years 1 - 2, and term 4 for years 3 - 8 ● EOTC week run for years 5 - 8 in term 4 <p>What Factors contributed – WHY: The factors which contributed were:</p> <ul style="list-style-type: none"> ● Covid had a large impact on events being run this year. It lead to a lot of Eastern Zone events being cancelled ● We were able to get sports coaches in because of all the cancelled events ● We bought basketball hoops because there was a need for smaller hoops for the younger children. We we able to get appropriate sized basketballs for younger students as well ● Wellington Olympic received some funding and was able to run football lessons for years 1 - 8 for about 10 weeks ● A tennis coach was recommended to our school and booked him for 8 weeks in term 2 ● Wellington Badminton is within walking distance of school so wanted to take advantage of the community ● School events and EOTC weeks were able to run because of parent involvement and vaccination status <p>What is the value and worth - SO WHAT:</p> <ul style="list-style-type: none"> ● Students get involved with different sports through the coaching and school events ● Good equipment encourages teachers to run PE classes within year levels ● Coaches can improve skills for students and get expertise that teachers might not have.

	<ul style="list-style-type: none"> • Despite Covid, we made sure the students had things to look forward to like Athletics, even though we knew Eastern Zones would most likely be cancelled. • Navigating the Journey through the year levels will prepare students; good unity across the school 				
Professional Development	<ul style="list-style-type: none"> • None this year unfortunately 				
Main Goal for 2022 (refer Strategic Plan)	<ul style="list-style-type: none"> • Continue to develop a relevant and student driven PE curriculum • Continue to use local resources 				
Resources	<ul style="list-style-type: none"> • Ministry of Education resources sent to the school • Coaches and experts from around Wellington • Equipment donated to the school • Teacher expertise 				
External Resources and Visits	<ul style="list-style-type: none"> • Wellington Badminton • ASB Sports center • Wellington Olympic football club • Planit pro tennis coach 				
STUDENT ACHIEVEMENT DATA SUMMARY	<p>Please record all known data which has assisted you in the teaching and learning of your curriculum area:</p> <ul style="list-style-type: none"> • School, Eastern Zone and Interzone sports results 				
Recommendations for 2022 NOW WHAT?	<ul style="list-style-type: none"> • Book in Life Education for all year level • Continue to book in coaches to provide lessons • Utilize sports program at ASB for older year levels • Find a professional development program for PE or Health 				
BOT Stewardship <i>The Board scrutinises the effectiveness of the school in achieving valued student outcomes.</i>	<table border="1"> <thead> <tr> <th data-bbox="365 1075 527 1186">BOT Name:</th> <th data-bbox="527 1075 1421 1186">Comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="365 1186 527 1390"></td> <td data-bbox="527 1186 1421 1390"></td> </tr> </tbody> </table>	BOT Name:	Comment		
	BOT Name:	Comment			