

VAUXHALL SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

Ministry Number: 1541

Principal: Gary Lawrence

School Address: 2A Morrison Avenue, Devonport, North Shore City 0634

School Postal Address: 2A Morrison Avenue, Devonport, North Shore City 0634

School Phone: (09) 446-0818

School Email: office@vauxhall.school.nz

Members of the Board of Trustees

| Name | Position | How Position Gained | Term Expired/ Expires |
|---------------------|----------------------|---------------------|-----------------------|
| Lesley-Anne Carey | Chair Person | Elected | 2022 |
| Gary Lawrence | Principal ex Officio | | |
| Catherine Alexander | Parent Rep | Elected | 2022 |
| Ben Powles | Parent Rep | Elected | 2022 |
| Olivia Riggall | Parent Rep | Elected | 2022 |
| Sally Scovell | Parent Rep | Elected | 2023 |
| Andrew Walker | Parent Rep | Elected | 2020 |
| Melanie Bell | Staff Rep | Elected | 2022 |

Accountant / Service Provider: Top Class Financial Management Services

VAUXHALL SCHOOL

Annual Report - For the year ended 31 December 2020

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Vauxhall School

Statement of Responsibility

For the year ended 31 December 2020


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

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

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


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

Lesley-Anne A Carey
Full Name of Board Chairperson


Signature of Board Chairperson

21/5/21
Date:

Gary Lawrence
Full Name of Principal


Signature of Principal

21/5/21
Date:

Vauxhall School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

| | Notes | 2020 Actual \$ | 2020 Budget (Unaudited) \$ | 2019 Actual \$ |
|---|-------|----------------------|-------------------------------------|----------------------|
| Revenue | | | | |
| Government Grants | 2 | 2,642,462 | 406,189 | 2,575,959 |
| Locally Raised Funds | 3 | 231,278 | 156,800 | 257,283 |
| Interest income | | 3,793 | 4,000 | 12,293 |
| International Students | 4 | 19,746 | 15,000 | 19,258 |
| | | <u>2,897,279</u> | <u>581,989</u> | <u>2,864,793</u> |
| Expenses | | | | |
| Locally Raised Funds | 3 | 42,734 | 27,500 | 49,104 |
| International Students | 4 | 1,176 | - | 541 |
| Learning Resources | 5 | 1,713,228 | 243,285 | 1,642,032 |
| Administration | 6 | 118,856 | 118,300 | 124,562 |
| Finance | | 2,128 | 10,000 | 2,372 |
| Property | 7 | 949,967 | 170,529 | 1,004,411 |
| Depreciation | 8 | 83,583 | 45,000 | 87,437 |
| Loss on Disposal of Property, Plant and Equipment | | 377 | - | - |
| | | <u>2,912,049</u> | <u>614,614</u> | <u>2,910,459</u> |
| Net Surplus / (Deficit) for the year | | (14,770) | (32,625) | (45,666) |
| Other Comprehensive Revenue and Expense | | - | - | - |
| Total Comprehensive Revenue and Expense for the Year | | <u>(14,770)</u> | <u>(32,625)</u> | <u>(45,666)</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.

Vauxhall School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2020

| Notes | Actual 2020 \$ | Budget (Unaudited) 2020 \$ | Actual 2019 \$ |
|--|----------------------|-------------------------------------|----------------------|
| Balance at 1 January | 1,148,486 | 1,148,486 | 1,194,152 |
| Total comprehensive revenue and expense for the year | (14,770) | (32,625) | (45,666) |
| Equity at 31 December | 1,133,716 | 1,115,861 | 1,148,486 |

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.

Vauxhall School

Statement of Financial Position

As at 31 December 2020

| | Notes | 2020 Actual \$ | 2020 Budget (Unaudited) \$ | 2019 Actual \$ |
|--|-------|----------------------|-------------------------------------|----------------------|
| Current Assets | | | | |
| Cash and Cash Equivalents | 9 | 312,981 | 176,012 | 349,637 |
| Accounts Receivable | 10 | 127,189 | 106,277 | 106,277 |
| GST Receivable | | 7,824 | 11,445 | 11,445 |
| Prepayments | | 12,203 | 14,945 | 14,945 |
| Inventories | 11 | 3,611 | 4,021 | 4,021 |
| Investments | 12 | 100,000 | 151,229 | 151,229 |
| Funds owed from MOE for Capital Works Projects | 18 | 67,829 | - | 516 |
| | | <u>631,637</u> | <u>463,929</u> | <u>638,070</u> |
| Current Liabilities | | | | |
| Accounts Payable | 14 | 159,549 | 119,337 | 119,853 |
| Revenue Received in Advance | 15 | 6,486 | 7,986 | 7,986 |
| Provision for Cyclical Maintenance | 16 | 3,500 | 52,090 | 52,090 |
| Finance Lease Liability - Current Portion | 17 | 11,909 | 11,718 | 11,718 |
| | | <u>181,444</u> | <u>191,131</u> | <u>191,647</u> |
| Working Capital Surplus/(Deficit) | | 450,193 | 272,798 | 446,423 |
| Non-current Assets | | | | |
| Property, Plant and Equipment | 13 | <u>706,166</u> | <u>865,997</u> | <u>717,997</u> |
| | | 706,166 | 865,997 | 717,997 |
| Non-current Liabilities | | | | |
| Provision for Cyclical Maintenance | 16 | 10,824 | 8,200 | 1,200 |
| Finance Lease Liability | 17 | 11,819 | 14,734 | 14,734 |
| | | <u>22,643</u> | <u>22,934</u> | <u>15,934</u> |
| Net Assets | | <u>1,133,716</u> | <u>1,115,861</u> | <u>1,148,486</u> |
| Equity | 24 | <u>1,133,716</u> | <u>1,115,861</u> | <u>1,148,486</u> |

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

Vauxhall School

Statement of Cash Flows

For the year ended 31 December 2020

| | | 2020 | 2020 | 2019 |
|---|----------|-----------------|------------------|----------------|
| | Note | Actual | Budget | Actual |
| | | \$ | (Unaudited) | \$ |
| | | | \$ | |
| Cash flows from Operating Activities | | | | |
| Government Grants | | 484,705 | 406,189 | 419,752 |
| Locally Raised Funds | | 216,469 | 154,475 | 268,284 |
| International Students | | 14,085 | 17,325 | 8,749 |
| Goods and Services Tax (net) | | 3,621 | - | (6,147) |
| Payments to Employees | | (354,466) | (303,835) | (339,388) |
| Payments to Suppliers | | (297,248) | (249,295) | (341,265) |
| Cyclical Maintenance Payments in the year | | (15,487) | - | (35,099) |
| Interest Paid | | (2,128) | (10,000) | (2,372) |
| Interest Received | | 4,730 | 4,000 | 12,894 |
| Net cash from/(to) Operating Activities | | 54,281 | 18,859 | (14,592) |
| Cash flows from Investing Activities | | | | |
| Purchase of Property Plant & Equipment (and Intangibles) | | (72,129) | (193,000) | (14,844) |
| Proceeds from Sale of Investments | | 51,229 | - | 55,811 |
| Net cash from/(to) Investing Activities | | (20,900) | (193,000) | 40,967 |
| Cash flows from Financing Activities | | | | |
| Finance Lease Payments | | (2,724) | - | (12,358) |
| Funds Held for Capital Works Projects | | (67,313) | 516 | (516) |
| Net cash from/(to) Financing Activities | | (70,037) | 516 | (12,874) |
| Net increase/(decrease) in cash and cash equivalents | | (36,656) | (173,625) | 13,501 |
| Cash and cash equivalents at the beginning of the year | 9 | 349,637 | 349,637 | 336,136 |
| Cash and cash equivalents at the end of the year | 9 | 312,981 | 176,012 | 349,637 |

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.

Vauxhall School

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 16.

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 13.

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.

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

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) Investments

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

j) Property, Plant and Equipment

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

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

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

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

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 | 25 years |
| Furniture and equipment | 2–15 years |
| Information and communication technology | 3–4 years |
| Leased assets held under a Finance Lease | 3–5 years |
| Library resources | 12.5% Diminishing value |

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

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

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. 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.

l) Accounts Payable

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

m) Employee Entitlements

Short-term employee entitlements

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

n) Revenue Received in Advance

Revenue received in advance relates to fees received from students 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 international students, should the School be unable to provide the services to which they relate.

o) 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).

p) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, 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.

q) 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.

r) Budget Figures

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

s) 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

| | 2020 | 2020 Budget | 2019 |
|----------------------------------|------------------|----------------|------------------|
| | Actual | (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Operational Grants | 372,513 | 363,799 | 375,087 |
| Teachers' Salaries Grants | 1,357,099 | - | 1,348,477 |
| Use of Land and Buildings Grants | 795,066 | - | 799,128 |
| Other MoE Grants | 65,489 | - | - |
| Other Government Grants | 52,295 | 42,390 | 53,267 |
| | <u>2,642,462</u> | <u>406,189</u> | <u>2,575,959</u> |

3. Locally Raised Funds

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

| | 2020 | 2020 Budget | 2019 |
|---|----------------|----------------|----------------|
| | Actual | (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Revenue | | | |
| Donations | 83,562 | 85,000 | 90,972 |
| Activities | 122,269 | 31,800 | 115,932 |
| Trading | 4,241 | - | 4,060 |
| Fundraising | 21,206 | 40,000 | 46,319 |
| | <u>231,278</u> | <u>156,800</u> | <u>257,283</u> |
| Expenses | | | |
| Activities | 33,042 | 27,500 | 21,849 |
| Trading | 4,327 | - | 4,248 |
| Fundraising (Costs of Raising Funds) | 5,365 | - | 23,007 |
| | <u>42,734</u> | <u>27,500</u> | <u>49,104</u> |
| <i>Surplus/ (Deficit) for the year Locally raised funds</i> | <u>188,544</u> | <u>129,300</u> | <u>208,179</u> |

4. International Student Revenue and Expenses

| | 2020 | 2020 Budget | 2019 |
|---|---------------|----------------|---------------|
| | Actual | (Unaudited) | Actual |
| | Number | Number | Number |
| International Student Roll | 5 | 2 | 2 |
| | 2020 | 2020 | 2019 |
| | Actual | (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Revenue | | | |
| International Student Fees | 19,746 | 15,000 | 19,258 |
| Expenses | | | |
| International Student Levy | 1,176 | - | 541 |
| | <u>1,176</u> | <u>-</u> | <u>541</u> |
| <i>Surplus/ (Deficit) for the year International Students</i> | <u>18,570</u> | <u>15,000</u> | <u>18,717</u> |

5. Learning Resources

| | 2020 | 2020 Budget (Unaudited) | 2019 |
|--|------------------|-------------------------------|------------------|
| | Actual \$ | \$ | Actual \$ |
| Curricular | 98,566 | 39,439 | 99,404 |
| Equipment Repairs | 666 | 1,200 | 1,475 |
| Information and Communication Technology | 4,040 | 9,000 | 7,449 |
| Library Resources | 912 | 1,500 | 2,023 |
| Employee Benefits - Salaries | 1,592,992 | 173,846 | 1,516,791 |
| Staff Development | 16,052 | 18,300 | 14,890 |
| | <u>1,713,228</u> | <u>243,285</u> | <u>1,642,032</u> |

6. Administration

| | 2020 | 2020 Budget (Unaudited) | 2019 |
|--|----------------|-------------------------------|----------------|
| | Actual \$ | \$ | Actual \$ |
| Audit Fee | 6,359 | 5,750 | 6,673 |
| Board of Trustees Fees | 3,885 | 4,000 | 3,645 |
| Board of Trustees Expenses | 2,485 | 3,000 | 3,671 |
| Communication | 2,646 | 5,100 | 6,709 |
| Consumables | 23,705 | 29,950 | 25,146 |
| Employee Benefits - Salaries | 66,290 | 57,500 | 64,452 |
| Insurance | 6,046 | 5,500 | 6,826 |
| Service Providers, Contractors and Consultancy | 7,440 | 7,500 | 7,440 |
| | <u>118,856</u> | <u>118,300</u> | <u>124,562</u> |

7. Property

| | 2020 | 2020 Budget | 2019 |
|-------------------------------------|----------------|----------------|------------------|
| | Actual | (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Caretaking and Cleaning Consumables | 17,260 | 16,940 | 14,366 |
| Consultancy and Contract Services | 49,828 | 20,600 | 25,118 |
| Cyclical Maintenance Provision | (23,479) | 7,000 | 25,033 |
| Grounds | 5,026 | 11,500 | 10,074 |
| Heat, Light and Water | 20,240 | 29,000 | 29,419 |
| Rates | 114 | 100 | 96 |
| Repairs and Maintenance | 31,263 | 12,400 | 20,537 |
| Use of Land and Buildings | 795,066 | - | 799,128 |
| Security | 352 | 500 | 155 |
| Employee Benefits - Salaries | 54,297 | 72,489 | 80,485 |
| | <u>949,967</u> | <u>170,529</u> | <u>1,004,411</u> |

8. Depreciation

| | 2020 | 2020 Budget | 2019 |
|--|---------------|----------------|---------------|
| | Actual | (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Building Improvements - Crown | 30,703 | 15,000 | 30,782 |
| Furniture and Equipment | 28,366 | 18,000 | 27,566 |
| Information and Communication Technology | 7,971 | 5,000 | 9,363 |
| Leased Assets | 13,057 | 5,000 | 16,362 |
| Library Resources | 3,486 | 2,000 | 3,364 |
| | <u>83,583</u> | <u>45,000</u> | <u>87,437</u> |

9. Cash and Cash Equivalents

| | 2020 | 2020 Budget | 2019 |
|---|----------------|----------------|----------------|
| | Actual | (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Cash on Hand | 50 | 50 | 50 |
| Bank Current Account | 249,408 | 175,962 | 308,327 |
| Bank Call Account | 63,523 | - | 41,260 |
| Cash and cash equivalents for Statement of Cash Flows | <u>312,981</u> | <u>176,012</u> | <u>349,637</u> |

10. Accounts Receivable

| | 2020 | 2020 | 2019 |
|--|----------------|-----------------------|----------------|
| | Actual | Budget (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Receivables | 19,445 | 1,714 | 475 |
| Interest Receivable | 302 | - | 1,239 |
| Banking Staffing Underuse | 14,194 | - | 8,602 |
| Teacher Salaries Grant Receivable | 93,248 | 104,563 | 95,961 |
| | <u>127,189</u> | <u>106,277</u> | <u>106,277</u> |
| Receivables from Exchange Transactions | 19,747 | 1,714 | 1,714 |
| Receivables from Non-Exchange Transactions | 107,442 | 104,563 | 104,563 |
| | <u>127,189</u> | <u>106,277</u> | <u>106,277</u> |

11. Inventories

| | 2020 | 2020 | 2019 |
|-----------------|--------------|-----------------------|--------------|
| | Actual | Budget (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Stationery | 1,595 | 1,521 | 1,164 |
| School Uniforms | 2,016 | 2,500 | 2,857 |
| | <u>3,611</u> | <u>4,021</u> | <u>4,021</u> |

12. Investments

The School's investment activities are classified as follows:

| | 2020 | 2020 | 2019 |
|--------------------------|----------------|-----------------------|----------------|
| | Actual | Budget (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Current Asset | | | |
| Short-term Bank Deposits | 100,000 | 151,229 | 151,229 |
| Total Investments | <u>100,000</u> | <u>151,229</u> | <u>151,229</u> |

13. Property, Plant and Equipment

| | Opening Balance (NBV) | Additions | Disposals | Impairment | Depreciation | Total (NBV) |
|---|-----------------------------|---------------|--------------|------------|-----------------|----------------|
| 2020 | \$ | \$ | \$ | \$ | \$ | \$ |
| Building Improvements | 469,648 | - | - | - | (30,703) | 438,945 |
| Furniture and Equipment | 183,728 | 59,262 | - | - | (28,366) | 214,624 |
| Information and Communication Technology | 20,817 | - | (377) | - | (7,971) | 12,469 |
| Leased Assets | 25,408 | 10,247 | - | - | (13,057) | 22,598 |
| Library Resources | 18,396 | 2,620 | - | - | (3,486) | 17,530 |
| Balance at 31 December 2020 | 717,997 | 72,129 | (377) | - | (83,583) | 706,166 |

| | Cost or Valuation | Accumulated Depreciation | Net Book Value |
|--|----------------------|-----------------------------|-------------------|
| 2020 | \$ | \$ | \$ |
| Building Improvements | 771,719 | (332,774) | 438,945 |
| Furniture and Equipment | 521,835 | (307,211) | 214,624 |
| Information and Communication Technology | 90,524 | (78,055) | 12,469 |
| Leased Assets | 39,798 | (17,200) | 22,598 |
| Library Resources | 60,825 | (43,295) | 17,530 |
| Balance at 31 December 2020 | 1,484,701 | (778,535) | 706,166 |

| | Opening Balance (NBV) | Additions | Disposals | Impairment | Depreciation | Total (NBV) |
|---|-----------------------------|---------------|-----------|------------|-----------------|----------------|
| 2019 | \$ | \$ | \$ | \$ | \$ | \$ |
| Building Improvements | 500,430 | - | - | - | (30,782) | 469,648 |
| Furniture and Equipment | 207,878 | 3,416 | - | - | (27,566) | 183,728 |
| Information and Communication Technology | 25,879 | 4,301 | - | - | (9,363) | 20,817 |
| Leased Assets | 29,736 | 12,034 | - | - | (16,362) | 25,408 |
| Library Resources | 17,794 | 3,966 | - | - | (3,364) | 18,396 |
| Balance at 31 December 2019 | 781,717 | 23,717 | - | - | (87,437) | 717,997 |

| | Cost or Valuation | Accumulated Depreciation | Net Book Value |
|--|----------------------|-----------------------------|-------------------|
| 2019 | \$ | \$ | \$ |
| Building Improvements | 771,719 | (302,071) | 469,648 |
| Furniture and Equipment | 462,573 | (278,845) | 183,728 |
| Information and Communication Technology | 135,405 | (114,588) | 20,817 |
| Leased Assets | 44,714 | (19,306) | 25,408 |
| Library Resources | 64,680 | (46,284) | 18,396 |
| Balance at 31 December 2019 | 1,479,091 | (761,094) | 717,997 |

14. Accounts Payable

| | 2020 | 2020 | 2019 |
|---------------------------------------|----------------|-----------------------|----------------|
| | Actual | Budget (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Operating Creditors | 42,684 | 6,532 | 2,375 |
| Accruals | 4,759 | - | 4,673 |
| Employee Entitlements - Salaries | 107,845 | 112,805 | 106,976 |
| Employee Entitlements - Leave Accrual | 4,261 | - | 5,829 |
| | <u>159,549</u> | <u>119,337</u> | <u>119,853</u> |

| | | | |
|------------------------------------|---------|---------|---------|
| Payables for Exchange Transactions | 159,549 | 119,337 | 119,853 |
|------------------------------------|---------|---------|---------|

| | | | |
|--|----------------|----------------|----------------|
| | <u>159,549</u> | <u>119,337</u> | <u>119,853</u> |
|--|----------------|----------------|----------------|

The carrying value of payables approximates their fair value.

15. Revenue Received in Advance

| | 2020 | 2020 | 2019 |
|----------------------------|--------------|-----------------------|--------------|
| | Actual | Budget (Unaudited) | Actual |
| | \$ | \$ | \$ |
| International Student Fees | - | 7,986 | 5,661 |
| Other | 6,486 | - | 2,325 |
| | <u>6,486</u> | <u>7,986</u> | <u>7,986</u> |

16. Provision for Cyclical Maintenance

| | 2020 | 2020 | 2019 |
|---|---------------|-----------------------|---------------|
| | Actual | Budget (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Provision at the Start of the Year | 53,290 | 53,290 | 63,356 |
| Increase/ (decrease) to the Provision During the Year | (23,479) | 7,000 | 25,033 |
| Use of the Provision During the Year | (15,487) | - | (35,099) |
| Provision at the End of the Year | <u>14,324</u> | <u>60,290</u> | <u>53,290</u> |
| Cyclical Maintenance - Current | 3,500 | 52,090 | 52,090 |
| Cyclical Maintenance - Term | 10,824 | 8,200 | 1,200 |
| | <u>14,324</u> | <u>60,290</u> | <u>53,290</u> |

17. Finance Lease Liability

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

| | 2020 Actual \$ | 2020 Budget (Unaudited) \$ | 2019 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| No Later than One Year | 9,064 | - | 5,872 |
| Later than One Year and no Later than Five Years | 7,840 | - | 6,616 |
| | <u>16,904</u> | <u>-</u> | <u>12,488</u> |

18. Funds Held for Capital Works Projects

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

| | 2020 | Opening Balances \$ | Receipts from MoE \$ | Payments \$ | BOT Contributions \$ | Closing Balances \$ |
|----------------------|--------------------|---------------------------|----------------------------|------------------|----------------------------|---------------------------|
| Totara Project | <i>in progress</i> | - | - | (2,391) | - | (2,391) |
| Toilets Blocks 2 & 5 | <i>in progress</i> | - | - | (65,438) | - | (65,438) |
| Roofing | <i>completed</i> | - | 29,125 | (29,125) | - | - |
| Toilet Upgrade | <i>completed</i> | (516) | 11,808 | (11,292) | - | - |
| Totals | | <u>(516)</u> | <u>40,933</u> | <u>(108,246)</u> | <u>-</u> | <u>(67,829)</u> |

Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Due from the Ministry of Education

-
67,829

(67,829)

| | 2019 | Opening Balances \$ | Receipts from MoE \$ | Payments \$ | BOT Contributions \$ | Closing Balances \$ |
|----------------|--------------------|---------------------------|----------------------------|------------------|----------------------------|---------------------------|
| Toilet Upgrade | <i>in progress</i> | - | 106,271 | (106,787) | - | (516) |
| Totals | | <u>-</u> | <u>106,271</u> | <u>(106,787)</u> | <u>-</u> | <u>(516)</u> |

19. 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.

20. Remuneration

Key management personnel compensation

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

| | 2020 Actual \$ | 2019 Actual \$ |
|---|----------------------|----------------------|
| <i>Board Members</i> | | |
| Remuneration | 3,885 | 3,645 |
| Full-time equivalent members | 0.14 | 0.13 |
| <i>Leadership Team</i> | | |
| Remuneration | 548,447 | 525,561 |
| Full-time equivalent members | 5 | 5 |
| Total key management personnel remuneration | 552,332 | 529,206 |
| Total full-time equivalent personnel | 5.14 | 5.13 |

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

Principal 1

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

| | 2020 Actual \$000 | 2019 Actual \$000 |
|--|-------------------------|-------------------------|
| Salaries and Other Short-term Employee Benefits: | | |
| Salary and Other Payments | 140 - 150 | 140 - 150 |
| Benefits and Other Emoluments | - | - |
| Termination Benefits | - | - |

Other Employees

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

| Remuneration \$000 | 2020 FTE Number | 2019 FTE Number |
|-----------------------|--------------------|--------------------|
| 110 - 120 | 0 | 1.00 |
| 120 - 130 | 1.00 | 0 |
| | 1.00 | 1.00 |

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

21. Compensation and Other Benefits Upon Leaving

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

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

22. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

23. Commitments

(a) Capital Commitments

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

(a) \$179,200 contract for Toilet upgrade to be completed in **2021**, which will be fully funded by the Ministry of Education. \$65,438 has been spent on the project to date.
(Capital commitments at **31 December 2019**: Nil)

24. Managing Capital

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

25. Financial Instruments

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

Financial assets measured at amortised cost

| | 2020 Actual \$ | 2020 Budget (Unaudited) \$ | 2019 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Cash and Cash Equivalents | 312,981 | 176,012 | 349,637 |
| Receivables | 127,189 | 106,277 | 106,277 |
| Investments - Term Deposits | 100,000 | 151,229 | 151,229 |
| Total Financial assets measured at amortised cost | 540,170 | 433,518 | 607,143 |

Financial liabilities measured at amortised cost

| | | | |
|--|---------|---------|---------|
| Payables | 159,549 | 119,337 | 119,853 |
| Finance Leases | 23,728 | 26,452 | 26,452 |
| Total Financial Liabilities Measured at Amortised Cost | 183,277 | 145,789 | 146,305 |

26. Events After Balance Date

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

27. Comparatives

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

Vauxhall School Analysis of Variance 2020

Strategic aim:

Grow curious and engaged children who reach their learning potential.

Annual Target 1a:

The Vauxhall Pathway is evident in planning and practice across all year levels (Appendix 1)

Annual Target 1b:

Through the Vauxhall Pathway foster curiosity and engagement in all curriculum areas particularly: reading, writing and mathematics

Annual Target 1c:

To raise our understanding of our bicultural society with an awareness of the importance of Tikanga and Te reo Maori.

Annual Target 1d:

To improve student well-being via our Positive Behaviour for Learning (PB4L) behaviour plan.

Baseline data:

| When: | What: (examples) | Who: | Indicators of progress: | Evidence Summary |
|---------------|---|--------------|---|--|
| 1a Ongoing | <p>Apply the principles of Universal design for learning within the classroom:</p> <p>'What is necessary for some may be beneficial for all'</p> <p>and</p> <p>'don't blame the student and don't blame the teacher - remove the barriers.'</p> | All teachers | <p>Through play provocations and inquiry opportunities all children will explore new learning experiences and resources (eg. talk to text, science provocations, construction materials...) in order to achieve success (evidenced through 'learning stories').</p> <p>Children on the 'Reach Potential' register will have barriers to achievement identified on the register and either minimised or removed to allow success.</p> | <p>Examples of</p> <p>Voice to text headphones were successfully trialled in year 3 during term 1. These became a tool for all students to utilise to support their literacy progress.</p> <p>All year groups engaged in a variety of experiences such as trips, guest speakers, local research and inquiries as part of our centenary linked learning experiences.</p> <p>All children were engaged in a range of distance learning activities that met their needs and those of their families, including: zoom or google meet sessions, practical activities, independent inquiries, learning through play activities, online reading and online literacy and numeracy programmes, home delivered learning and work packs.</p> <p>A sandpit has been built for outdoor learning through play outside the year 2 and 3 area.</p> |

| | | | | |
|---------------|---|--|---|--|
| | | | | The grass area outside the year 2 and 3 area has been replaced with astro turf to enable a better space for outdoor learning to occur throughout the year. |
| 1b Ongoing | Implementation of a wide range of strategies in addressing the components of reading, writing and mathematics in order to foster curiosity and engaging programmes. | All teachers | By the end of 2020 all students identified as not reaching their potential in reading, writing or mathematics will have their needs identified and interventions in place from term 1 or as they are added to the register and accordingly show progress throughout the year. | <p>The reach potential register on Hero was not an effective tool to measure the progress of the children on this register.</p> <p>Through discussions with syndicate leaders we have confidence that interventions for each child on the register have been implemented. Many of these children made sufficient progress to be removed from the register. Others remained on and progress monitored. Due to the school closures during terms 1, 2 and 3 progress was difficult to accurately track and maintain.</p> <p>A full analysis of the 2020 achievement data can be found in appendix A.</p> |
| 1c Ongoing | Knowledge of Tikanga and Te Reo Maori will be incorporated into everyday life at Vauxhall School - language, gatherings, rituals. | All teachers, learning assistant, principal, BoT, admin. | <p>All course participants will complete and pass the Te Wananga o Aotearoa Tikanga Maori professional learning assessments.</p> <p>During term 1 and by the end of term 2 teachers will have shared how their professional development is impacting on the delivery of Tikanga and Te Reo Maori.</p> <p>During term 1 and by the end of term 2 we will have developed an overview of how we integrate Tikanga and Te Reo Maori throughout the school. This will be communicated to our community via syndicate and schoolwide newsletters.</p> | <p>Progress and assessments were delayed due to Covid-19 level 3 and 4 restrictions. All participants completed the Te Wananga o Aotearoa Tikanga course by mid term 3.</p> <p>Shared staff discussions resulted in the development of overarching Te Reo and Tikanga vision statements for years 1-2, 3-4 and 5-6.</p> <p>We have applied for MOE funded professional support in 2021 to help implement our knowledge gained through our course and achieve our vision statements.</p> <p>An overview of our proposed journey regarding Tikanga Maori professional learning was shared with the community via the newsletter in term 1.</p> |

| | | | | |
|---------------|--|--------------|---|--|
| 1d Ongoing | <p>Support student wellbeing through identification of areas of stress or disengagement.</p> <p>Implement programmes to support students to manage their own wellbeing</p> | All teachers | <p>Using the NZCER Me and My School survey, identify areas of stress or disengagement.</p> <p>Respond to identified needs through changes to programmes or new initiatives e.g. Mindfulness</p> | <p>The NZCER Me and My School survey data showed that although students' achievement in most cases was middle to high, engagement was low in some areas. We used this data as evidence that learning needs to be more inquiry based with greater ownership for students in order to improve outcomes for students with regards to wellbeing - our past maths pld is a great example of how an inquiry approach to teaching and learning is raising outcomes for at risk students as well as benefiting all - this was data collected from 2019/20</p> <p>Mindfulness program implemented across the school on a daily basis: Children have responded very positively to the daily sessions. Teachers are using the app and resource book associated with our mindfulness professional development day.</p> |
|---------------|--|--------------|---|--|

Strategic aim:

Drive our innovative learning environment.

Annual Target 2a:

To ensure professional development equips staff to deliver quality teaching and learning

Annual Target 2b:

To be an active member of our Community of Learning

Baseline data:

| When: | What: (examples) | Who: | Indicators of progress: | Evidence Summary | | | | | | | | | | | | | | | | | | | | |
|----------------------------|---|------------------------|--|---|--|------------------------|------------------------|---------------|---------------|---------------------|-----|----|-----|----|----------------------------|-----|----|-----|-----|---------------------------|----|----|-----|----|
| 2a Ongoing | <p>Using a teacher only day provide professional learning that supports staff wellbeing.</p> <p>Implement 'The Vauxhall Pathway' (Appendix 1)</p> | All teachers | <p>An increase in the teacher wellbeing survey results in 2020 compared to 2019.</p> <p>Teachers will engage in internal school and external school play-based learning professional development and implement this throughout the school. This will be evidenced through planning documentation, professional discussions at staff meetings and age appropriate play and inquiry learning activities.</p> | <p>Me and my school teacher wellbeing results below show significant improvements from the 2019 results:</p> <table border="1"> <thead> <tr> <th></th><th>2019 Strongly disagree</th><th>2020 Strongly Disagree</th><th>2019 Disagree</th><th>2020 Disagree</th></tr> </thead> <tbody> <tr> <td>My workload is fair</td><td>15%</td><td>0%</td><td>23%</td><td>9%</td></tr> <tr> <td>My workload is sustainable</td><td>15%</td><td>0%</td><td>23%</td><td>18%</td></tr> <tr> <td>My overall morale is good</td><td>0%</td><td>0%</td><td>23%</td><td>9%</td></tr> </tbody> </table> <p>Teaching staff across the school are reporting using mindfulness techniques, gained through the professional development day, in their personal lives and experiencing benefits from this.</p> <p>Teachers took part in online play based learning professional development including webinars and following 'providers' updates, such as - Longworth Education and Anne Langis. Some teachers and all senior leaders were part of PLG groups or followed groups online. Ideas from professional learning were shared in Team meetings.</p> <p>Play based learning has also been communicated to parents via learning stories. We are continuing to work on this as a way of highlighting and reporting to parents the progress being made through play in all areas of the curriculum and curriculum key competencies.</p> | | 2019 Strongly disagree | 2020 Strongly Disagree | 2019 Disagree | 2020 Disagree | My workload is fair | 15% | 0% | 23% | 9% | My workload is sustainable | 15% | 0% | 23% | 18% | My overall morale is good | 0% | 0% | 23% | 9% |
| | 2019 Strongly disagree | 2020 Strongly Disagree | 2019 Disagree | 2020 Disagree | | | | | | | | | | | | | | | | | | | | |
| My workload is fair | 15% | 0% | 23% | 9% | | | | | | | | | | | | | | | | | | | | |
| My workload is sustainable | 15% | 0% | 23% | 18% | | | | | | | | | | | | | | | | | | | | |
| My overall morale is good | 0% | 0% | 23% | 9% | | | | | | | | | | | | | | | | | | | | |

| | | | | |
|---------------|--|---|---|---|
| | | | | See notes below in 2b regarding further staff professional development. |
| 2b Ongoing | Within school Kahui Ako (CoL) lead teachers to actively support a collaborative teacher inquiry into an aspect of learning and teaching within the school. | Within and between school CoL leaders, teachers and senior leadership | <p>Within school leaders will facilitate staff discussions and collaborative inquiries:</p> <ul style="list-style-type: none"> • Term 1 and 2 implementation of learnings from our He Papa Tikanga course • Term 3 and 4 implementation and development of the Vauxhall Pathway | <p>Our professional development plan was impacted by the school closure due to Covid-19. We were only able to dedicate the equivalent of 2-3 terms to this target.</p> <p><u>Tikanga</u></p> <p>We completed the He Papa Tikanga course in term 3 following an extension to the deadline by Te Wananga o Aotearoa.</p> <p>As a staff we articulated what children will understand and value regarding Te Reo and Tikanga as they progress through the school.</p> <p>We then engaged a facilitator from 'Future Learning Solutions' to help us put together a MOE PLD proposal for 2021 to help us design and implement a plan to engage children with the knowledge we have gained.</p> <p>The proposal was declined in term 4 and we have made changes to the proposal and resubmitted it in time for the February 2021 panel.</p> <p><u>Vauxhall Pathway</u></p> <p>We focused on the Vauxhall Pathway for part of term 3 and part of term 4.</p> <p>We were able to engage in a number of enlightening professional discussions that reflected on and clarified how the Vauxhall pathway is currently implemented in year 4, 5 and 6. This discussion will continue into 2021 and develop on discussions about how the wider curriculum is linked into planning and implementation.</p> |

Strategic aim:

Our school and children strive to support our local and wider community.

Annual Target 3a:

To promote strong relationships between children across all levels of the school

Annual Target 3b:

To be a vibrant contributor to the wider community

Annual Target 3c:

To develop connections between the school, children and parents

Baseline data:

| When: | What: (examples) | Who: | Indicators of progress: | Evidence Summary |
|---|---|-------------------------------|---|---|
| 3a Term 1 | Explore new ways to develop vertical (Whanaungatanga) groups to support syndicate cooperation and experiences for children. | All teachers | Tuakana Teina activities every second Friday throughout the school - Years 4 and 1, 5 and 2, 6 and 3 groups. | <p>Tuakana Teina sessions were successfully run up until school closures began.</p> <p>Older children supported younger children with a range of craft, games and literacy activities.</p> <p>We have a new plan to ignite Tuakana Teina again in 2021 with a variety of year group mixed groups.</p> <p>Older children will be given explicit training regarding how to engage and support the younger children.</p> |
| 3b Ongoing Term 4 | <p>Celebrate our school and local history in the year of our school centenary.</p> <p>Explore new ways to develop environmentally sustainable</p> | BOT, principal, all teachers. | <p>Within the classroom use the shared concept of 'change' to reflect on changes within our school and community over the last 100 years.</p> <p>Involve students in centenary celebrations - artwork, connecting with ex students, time capsules and planting a native garden.</p> | <p>Each year group looked at the history of Vauxhall School and the local area through age appropriate inquiries.</p> <p>Guest speakers supported lessons. Artwork, displays, letters and time capsule work was created.</p> <p>A native garden with 300 native plants was created. All children planted a tree or plant.</p> |

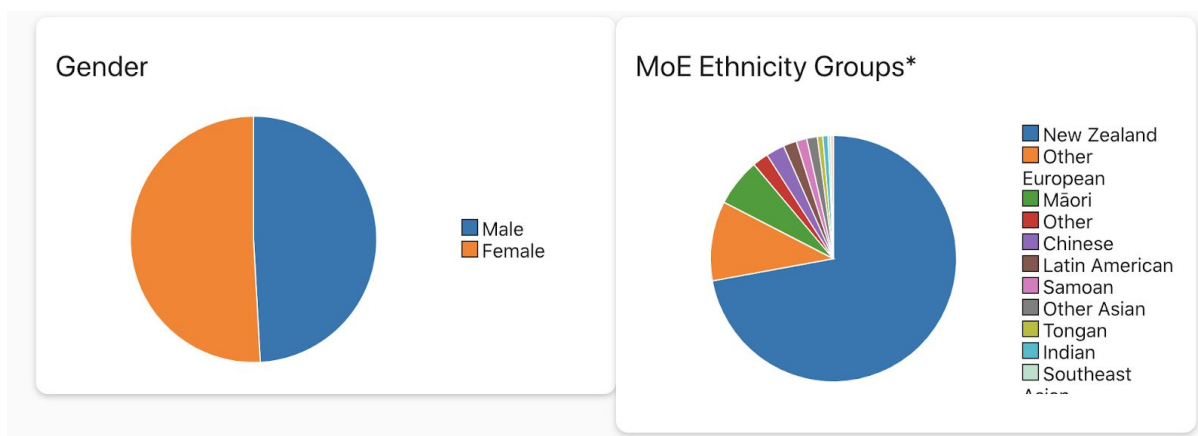
| | | | | |
|--------------|---|--------------------------------------|---|--|
| Ongoing | practices throughout the school. | | <p>Help children to be aware of ways to engage in sustainability focused 'beyond the gate' initiatives that enable children to contribute to the wider community.</p> <p>Implement new ways to minimise plastic use (e.g. stationary items, bin liners, use of plastic in fundraising events - balloon, decorations, plastic wrapped food etc, returning plastic packaging to sender)</p> | <p>All year groups visited Howick historical village.</p> <p>'Beyond the gate' initiatives were included in centenary inquiries when possible but 'beyond the gate' took a back seat this year unfortunately due to the busy schedule left as a result of school closures.</p> <p>We are planning to re-invigorate 'beyond the gate' in 2021.</p> <p>Year three wrote letters to office max regarding products wrapped in plastic. Each letter was plastic wrapped in the packing that a New Zealand based stationery supplier sent out. The supplier replied to the class and has put in place new systems to minimise plastic packaging.</p> |
| 3c Term 1 | Deepen our understanding of LINC-ED as our SMS in order to improve communication and reporting progress from the school to parents, | Principal, admin staff, all teachers | <p>In term 1 engage staff in Google hangouts and/or professional learning to gain first hand knowledge of how to best utilise LINC-ED/HERO and to share learning stories and achievement data.</p> <p>Survey our school community through our biennial survey mid year and the results will</p> | <p>Due to school closures the switch to Hero student management system was delayed until term 3.</p> <p>The main benefits of Hero, not yet tapped to their potential, are communication with parents, learning stories and real time reporting.</p> <p>We have been engaging in webinars in terms 3 and 4 to upskill in Hero and will continue to do so in 2021.</p> <p>We will be focusing on increasing the frequency of sending learning stories to parents in term 1 2020 and regular learning goal updates from teachers.</p> <p>The community was surveyed in Term 3.</p> |

| | | | | |
|--|--|--|---------------------------------|--|
| | | | be communicated to the parents. | |
|--|--|--|---------------------------------|--|

Appendix A:

End of year data 2020

The data analysis reflects 286 students, 51% female, 4% Maori, 77% New Zealand and 8% other European.



Primary Ethnicity Counts as at 20th November, 2020 (Students currently enrolled in 2020)

| Class | Total Students | Boys | Girls | New Zealand European/Pākehā | Other European | Māori | Other Ethnicity | German | Latin American | Chinese | British / Irish | Samoan | Sri Lankan | Tongan | Indian | Other Asian | Australian | Vietnamese | Tokelauan | Japanese |
|---------------------------|----------------|------|-------|-----------------------------|----------------|-------|-----------------|--------|----------------|---------|-----------------|--------|------------|--------|--------|-------------|------------|------------|-----------|----------|
| Miro LF | 18 | 9 | 9 | 17 | | | | | | | | | | | | | | | | 1 |
| Rimu 2020 | 33 | 19 | 14 | 23 | 1 | 1 | 3 | | | 1 | 1 | 1 | | 1 | 1 | | | | | |
| Totara AC | 30 | 17 | 13 | 26 | | | | | | | | 1 | | | | 2 | | | 1 | |
| Nikau - Sarah / Christina | 29 | 15 | 14 | 21 | 3 | 2 | | 1 | 1 | | 1 | | | | | | | | | |
| Miro SBK | 23 | 12 | 11 | 16 | 1 | 2 | 1 | | 2 | | | | | | | 1 | | | | |
| Totara JM | 30 | 16 | 14 | 22 | 1 | 1 | | | | 2 | 2 | 1 | | | | | | | | 1 |
| Totara JT | 29 | 12 | 17 | 22 | 2 | 3 | | 1 | | | | | | | | 1 | | | | |
| Nikau - Mary L | 31 | 16 | 15 | 27 | 1 | | | | | | 1 | | | | | 1 | 1 | | | |
| Kauri ML, LP and PH | 43 | 19 | 24 | 31 | 2 | 2 | | | 1 | 3 | | | 1 | 1 | | 2 | | | | |
| Miro ED | 20 | 5 | 15 | 17 | | 1 | | 1 | | | 1 | | | | | | | | | |
| [None] | 1 | 1 | | | | | | | | | | | | | | | | | | |
| Totals | 287 | 141 | 146 | 222 | 11 | 12 | 4 | 3 | 4 | 6 | 6 | 3 | 1 | 2 | 1 | 1 | 6 | 1 | 1 | 2 |

Summary

Overall 90% or 37 out of 40 of our year 6's are achieving 'at' or 'above' expectations in mathematics, 98% or 41 out of 42 are achieving 'at' or 'above' expectations in reading and 95% or 40 out of 42 are achieving 'at' or 'above' expectations in writing.

These are particularly pleasing outcomes considering the challenging year we have had. As well as the interruptions from school closures through Covid-19, the year 2, 3 and 5/6 groups have had changes in teaching staff.

Prior to the departure of the leaving teacher in year 5/6, the wider Totara teaching team pulled together to support the children of this teacher with work that was targeted at their level.

Children who have needed a boost in their literacy and numeracy have received this through reading recovery (Sue Roberts), rainbow reading and the spring maths programmes staffed by learning assistants.

The cohort, above year 3, with the greatest learning need is the current year 5 group, in the area of mathematics. Eight children, or 17%, are in the 'developing' category. The Totara team will target these children with additional support in 2021 with the aim of raising their achievement levels. Engaging with whanau, utilising the spring maths programme and individual needs and knowledge gaps will all be explored.

The year 3 group moving to year 4 in 2021 will also require similar targeted mathematics and writing support for a group of children with high learning needs.

Maori achievement data is not presented by year level as individual students could be identified. 55% of our 18 Maori students were 'at' in mathematics, 83% 'at' in reading and 67% 'at' in writing. As well as targeting these children in need through our usual processes we are hoping our continued focus and development of a Te Ao Maori will have a positive impact on engagement and then achievement for our Maori children.

Literacy, in particular reading, is an area of strength with a significant proportion of students across most year levels in the 'above' category.

Students currently enrolled in 2020 - Progress Overview - Mathematics (All students)

| Judgement | End Year 0 | Mid Year 1 | End Year 1 | Mid Year 2 | End Year 2 | Mid Year 3 | End Year 3 | Mid Year 4 | End Year 4 | Mid Year 5 | End Year 5 | Mid Year 6 | End Year 6 | Totals |
|---------------|-------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|------------|
| Well above | | | | | | | | | | | | | | 0 |
| Above | 6 (100.00%) | | | | 6 (18.18%) | | 3 (5.00%) | | 7 (16.67%) | | | | | 22 |
| At | | | 38 (74.51%) | | 25 (75.76%) | | 45 (75.00%) | | 32 (76.19%) | | 39 (82.98%) | | 37 (90.24%) | 216 |
| Developing | | | 13 (25.49%) | | 2 (6.06%) | | 12 (20.00%) | | 3 (7.14%) | | 8 (17.02%) | | 4 (9.76%) | 42 |
| Emergent | | | | | | | | | | | | | | 0 |
| Totals | 6 | | 51 | | 33 | | 60 | | 42 | | 47 | | 41 | 280 |

Students currently enrolled in 2020 - Progress Overview - Reading (All students)

| Judgement | End Year 0 | Mid Year 1 | End Year 1 | Mid Year 2 | End Year 2 | Mid Year 3 | End Year 3 | Mid Year 4 | End Year 4 | Mid Year 5 | End Year 5 | Mid Year 6 | End Year 6 | Totals |
|---------------|-------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|------------|
| Well above | | | | | | | | | | | | | | 0 |
| Above | 6 (100.00%) | | | | 8 (24.24%) | | 6 (10.00%) | | 6 (13.95%) | | 4 (8.51%) | | 7 (16.67%) | 37 |
| At | | | 37 (74.00%) | | 25 (75.76%) | | 48 (80.00%) | | 33 (76.19%) | | 43 (91.49%) | | 34 (80.95%) | 220 |
| Developing | | | 13 (26.00%) | | | | 6 (10.00%) | | 2 (4.65%) | | | | 1 (2.38%) | 22 |
| Emergent | | | | | | | | | 2 (4.65%) | | | | | 2 |
| Totals | 6 | | 50 | | 33 | | 60 | | 43 | | 47 | | 42 | 281 |

Students currently enrolled in 2020 - Progress Overview - Writing (All students)

| Judgement | End Year 0 | Mid Year 1 | End Year 1 | Mid Year 2 | End Year 2 | Mid Year 3 | End Year 3 | Mid Year 4 | End Year 4 | Mid Year 5 | End Year 5 | Mid Year 6 | End Year 6 | Totals |
|---------------|-------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|------------|
| Well above | | | | | | | | | | | | | | 0 |
| Above | 6 (100.00%) | | | | 4 (12.50%) | | 3 (5.00%) | | 1 (2.33%) | | 2 (4.26%) | | 1 (2.38%) | 17 |
| At | | | 38 (76.00%) | | 26 (81.25%) | | 48 (80.00%) | | 37 (86.05%) | | 42 (89.36%) | | 39 (92.86%) | 230 |
| Developing | | | 12 (24.00%) | | 2 (6.25%) | | 9 (15.00%) | | 3 (6.98%) | | 3 (6.38%) | | 2 (4.76%) | 31 |
| Emergent | | | | | | | | | 2 (4.65%) | | | | | 2 |
| Totals | 6 | | 50 | | 32 | | 60 | | 43 | | 47 | | 42 | 280 |

Students who are currently in Year 6 - Progress Overview - Mathematics (All Students)

| Counts | Mid 2018 | End 2018 | Mid 2019 | End 2019 | Mid 2020 | End 2020 |
|------------------------|------------|--------------|--------------|--------------|--------------|--------------|
| Well above | 0 | 0 | 0 | 0 | 0 | 0 |
| Above | 0 | 0 | 6 | 1 | 0 | 0 |
| At | 0 | 27 | 27 | 33 | 40 | 37 |
| Developing | 0 | 0 | 6 | 5 | 1 | 4 |
| Emergent | 0 | 0 | 0 | 0 | 0 | 0 |
| Total At or above | 0 out of 0 | 27 out of 27 | 33 out of 39 | 34 out of 39 | 40 out of 41 | 37 out of 41 |
| Percentage At or above | | 100% | 85% | 87% | 98% | 90% |

Students who are currently in Year 6 - Progress Overview - Reading (All Students)

| Counts | Mid 2018 | End 2018 | Mid 2019 | End 2019 | Mid 2020 | End 2020 |
|------------------------|------------|--------------|--------------|--------------|--------------|--------------|
| Well above | 0 | 0 | 0 | 0 | 0 | 0 |
| Above | 0 | 1 | 1 | 4 | 0 | 7 |
| At | 0 | 23 | 37 | 34 | 40 | 34 |
| Developing | 0 | 8 | 1 | 1 | 0 | 1 |
| Emergent | 0 | 0 | 0 | 0 | 0 | 0 |
| Total At or above | 0 out of 0 | 24 out of 32 | 38 out of 39 | 38 out of 39 | 40 out of 40 | 41 out of 42 |
| Percentage At or above | | 75% | 97% | 97% | 100% | 98% |

Students who are currently in Year 6 - Progress Overview - Writing (All Students)

| Counts | Mid 2018 | End 2018 | Mid 2019 | End 2019 | Mid 2020 | End 2020 |
|------------------------|------------|--------------|--------------|--------------|--------------|--------------|
| Well above | 0 | 0 | 0 | 0 | 0 | 0 |
| Above | 0 | 0 | 3 | 2 | 0 | 1 |
| At | 0 | 24 | 33 | 34 | 40 | 39 |
| Developing | 0 | 11 | 3 | 3 | 0 | 2 |
| Emergent | 0 | 0 | 0 | 0 | 0 | 0 |
| Total At or above | 0 out of 0 | 24 out of 35 | 36 out of 39 | 36 out of 39 | 40 out of 40 | 40 out of 42 |
| Percentage At or above | | 69% | 92% | 92% | 100% | 95% |

Year 5

Students who are currently in Year 5 - Progress Overview - Mathematics (All Students)

| Counts | Mid 2018 | End 2018 | Mid 2019 | End 2019 | Mid 2020 | End 2020 |
|------------------------|------------|------------|--------------|--------------|--------------|--------------|
| Well above | 0 | 0 | 0 | 0 | 0 | 0 |
| Above | 0 | 4 | 16 | 5 | 2 | 0 |
| At | 0 | 3 | 22 | 38 | 42 | 39 |
| Developing | 0 | 0 | 5 | 1 | 2 | 8 |
| Emergent | 0 | 0 | 0 | 0 | 0 | 0 |
| Total At or above | 0 out of 0 | 7 out of 7 | 38 out of 43 | 43 out of 44 | 44 out of 46 | 39 out of 47 |
| Percentage At or above | | 100% | 88% | 98% | 96% | 83% |

Students who are currently in Year 5 - Progress Overview - Reading (All Students)

| Counts | Mid 2018 | End 2018 | Mid 2019 | End 2019 | Mid 2020 | End 2020 |
|------------------------|------------|-------------|--------------|--------------|--------------|--------------|
| Well above | 0 | 0 | 0 | 0 | 0 | 0 |
| Above | 0 | 1 | 17 | 7 | 5 | 4 |
| At | 0 | 2 | 23 | 36 | 40 | 43 |
| Developing | 0 | 14 | 3 | 1 | 2 | 0 |
| Emergent | 0 | 0 | 1 | 0 | 0 | 0 |
| Total At or above | 0 out of 0 | 3 out of 17 | 40 out of 44 | 43 out of 44 | 45 out of 47 | 47 out of 47 |
| Percentage At or above | | 18% | 91% | 98% | 96% | 100% |

Students who are currently in Year 5 - Progress Overview - Writing (All Students)

| Counts | Mid 2018 | End 2018 | Mid 2019 | End 2019 | Mid 2020 | End 2020 |
|------------------------|------------|--------------|--------------|--------------|--------------|--------------|
| Well above | 0 | 0 | 0 | 0 | 0 | 0 |
| Above | 0 | 0 | 3 | 4 | 4 | 2 |
| At | 0 | 11 | 35 | 36 | 39 | 42 |
| Developing | 0 | 5 | 5 | 4 | 4 | 3 |
| Emergent | 0 | 0 | 0 | 0 | 0 | 0 |
| Total At or above | 0 out of 0 | 11 out of 16 | 38 out of 43 | 40 out of 44 | 43 out of 47 | 44 out of 47 |
| Percentage At or above | | 69% | 88% | 91% | 91% | 94% |

Year 4

Students who are currently in Year 4 - Progress Overview - Mathematics (All Students)

| Counts | Mid 2018 | End 2018 | Mid 2019 | End 2019 | Mid 2020 | End 2020 |
|------------------------|------------|------------|--------------|--------------|--------------|--------------|
| Well above | 0 | 0 | 0 | 0 | 0 | 0 |
| Above | 0 | 0 | 0 | 0 | 0 | 7 |
| At | 0 | 1 | 35 | 35 | 37 | 32 |
| Developing | 0 | 0 | 4 | 5 | 4 | 3 |
| Emergent | 0 | 0 | 0 | 0 | 0 | 0 |
| Total At or above | 0 out of 0 | 1 out of 1 | 35 out of 39 | 35 out of 40 | 37 out of 41 | 39 out of 42 |
| Percentage At or above | | 100% | 90% | 88% | 90% | 93% |

Students who are currently in Year 4 - Progress Overview - Reading (All Students)

| Counts | Mid 2018 | End 2018 | Mid 2019 | End 2019 | Mid 2020 | End 2020 |
|------------------------|------------|------------|--------------|--------------|--------------|--------------|
| Well above | 0 | 0 | 0 | 0 | 0 | 0 |
| Above | 0 | 2 | 8 | 3 | 1 | 6 |
| At | 0 | 1 | 28 | 34 | 37 | 33 |
| Developing | 0 | 1 | 3 | 3 | 3 | 2 |
| Emergent | 0 | 1 | 1 | 0 | 0 | 2 |
| Total At or above | 0 out of 0 | 3 out of 5 | 36 out of 40 | 37 out of 40 | 38 out of 41 | 39 out of 43 |
| Percentage At or above | | 60% | 90% | 93% | 93% | 91% |

Students who are currently in Year 4 - Progress Overview - Writing (All Students)

| Counts | Mid 2018 | End 2018 | Mid 2019 | End 2019 | Mid 2020 | End 2020 |
|------------------------|------------|------------|--------------|--------------|--------------|--------------|
| Well above | 0 | 0 | 0 | 0 | 0 | 0 |
| Above | 0 | 0 | 3 | 1 | 0 | 1 |
| At | 0 | 1 | 31 | 32 | 37 | 37 |
| Developing | 0 | 2 | 6 | 6 | 3 | 3 |
| Emergent | 0 | 0 | 0 | 1 | 1 | 2 |
| Total At or above | 0 out of 0 | 1 out of 3 | 34 out of 40 | 33 out of 40 | 37 out of 41 | 38 out of 43 |
| Percentage At or above | | 33% | 85% | 83% | 90% | 88% |

Year 3

Students who are currently in Year 3 - Progress Overview - Mathematics (All Students)

| Counts | Mid 2018 | End 2018 | Mid 2019 | End 2019 | Mid 2020 | End 2020 |
|------------------------|------------|--------------|--------------|--------------|--------------|--------------|
| Well above | 0 | 0 | 0 | 0 | 0 | 0 |
| Above | 0 | 27 | 4 | 4 | 4 | 3 |
| At | 0 | 18 | 43 | 48 | 51 | 45 |
| Developing | 0 | 6 | 5 | 0 | 3 | 12 |
| Emergent | 0 | 0 | 0 | 0 | 0 | 0 |
| Total At or above | 0 out of 0 | 45 out of 51 | 47 out of 52 | 52 out of 53 | 55 out of 58 | 48 out of 60 |
| Percentage At or above | | 88% | 90% | 98% | 95% | 80% |

Students who are currently in Year 3 - Progress Overview - Reading (All Students)

| Counts | Mid 2018 | End 2018 | Mid 2019 | End 2019 | Mid 2020 | End 2020 |
|------------------------|------------|--------------|--------------|--------------|--------------|--------------|
| Well above | 0 | 0 | 0 | 0 | 0 | 0 |
| Above | 0 | 15 | 8 | 11 | 1 | 6 |
| At | 0 | 26 | 26 | 41 | 48 | 48 |
| Developing | 0 | 10 | 19 | 1 | 9 | 6 |
| Emergent | 0 | 0 | 0 | 0 | 0 | 0 |
| Total At or above | 0 out of 0 | 41 out of 51 | 34 out of 53 | 52 out of 53 | 49 out of 58 | 54 out of 60 |
| Percentage At or above | | 80% | 64% | 98% | 84% | 90% |

Students who are currently in Year 3 - Progress Overview - Writing (All Students)

| Counts | Mid 2018 | End 2018 | Mid 2019 | End 2019 | Mid 2020 | End 2020 |
|------------------------|------------|--------------|--------------|--------------|--------------|--------------|
| Well above | 0 | 0 | 0 | 0 | 0 | 0 |
| Above | 0 | 0 | 0 | 8 | 1 | 3 |
| At | 0 | 39 | 35 | 42 | 50 | 48 |
| Developing | 0 | 12 | 18 | 2 | 7 | 9 |
| Emergent | 0 | 0 | 0 | 0 | 0 | 0 |
| Total At or above | 0 out of 0 | 39 out of 51 | 35 out of 53 | 50 out of 52 | 51 out of 58 | 51 out of 60 |
| Percentage At or above | | 76% | 66% | 96% | 88% | 85% |

Year 2

Students who are currently in Year 2 - Progress Overview - Mathematics (All Students)

| Counts | Mid 2018 | End 2018 | Mid 2019 | End 2019 | Mid 2020 | End 2020 |
|------------------------|------------|-------------|--------------|--------------|--------------|--------------|
| Well above | 0 | 0 | 0 | 0 | 0 | 0 |
| Above | 0 | 0 | 17 | 0 | 0 | 6 |
| At | 0 | 0 | 13 | 28 | 31 | 25 |
| Developing | 0 | 0 | 0 | 3 | 1 | 2 |
| Emergent | 0 | 0 | 0 | 0 | 0 | 0 |
| Total At or above | 0 out of 0 | 0 out of 15 | 30 out of 30 | 28 out of 31 | 31 out of 32 | 31 out of 33 |
| Percentage At or above | | 0% | 100% | 90% | 97% | 94% |

Students who are currently in Year 2 - Progress Overview - Reading (All Students)

| Counts | Mid 2018 | End 2018 | Mid 2019 | End 2019 | Mid 2020 | End 2020 |
|------------------------|------------|-------------|--------------|--------------|--------------|--------------|
| Well above | 0 | 0 | 0 | 0 | 0 | 0 |
| Above | 0 | 0 | 17 | 4 | 8 | 8 |
| At | 0 | 0 | 14 | 26 | 23 | 25 |
| Developing | 0 | 0 | 0 | 1 | 1 | 0 |
| Emergent | 0 | 0 | 0 | 0 | 0 | 0 |
| Total At or above | 0 out of 0 | 0 out of 19 | 31 out of 31 | 30 out of 31 | 31 out of 32 | 33 out of 33 |
| Percentage At or above | | 0% | 100% | 97% | 97% | 100% |

Students who are currently in Year 2 - Progress Overview - Writing (All Students)

| Counts | Mid 2018 | End 2018 | Mid 2019 | End 2019 | Mid 2020 | End 2020 |
|------------------------|------------|-------------|--------------|--------------|--------------|--------------|
| Well above | 0 | 0 | 0 | 0 | 0 | 0 |
| Above | 0 | 0 | 0 | 0 | 1 | 4 |
| At | 0 | 0 | 31 | 29 | 27 | 26 |
| Developing | 0 | 0 | 0 | 2 | 4 | 2 |
| Emergent | 0 | 0 | 0 | 0 | 0 | 0 |
| Total At or above | 0 out of 0 | 0 out of 21 | 31 out of 31 | 29 out of 31 | 28 out of 32 | 30 out of 32 |
| Percentage At or above | | 0% | 100% | 94% | 88% | 94% |

Year 1

Students who are currently in Year 1 - Progress Overview - Mathematics (All Students)

| Counts | Mid 2018 | End 2018 | Mid 2019 | End 2019 | Mid 2020 | End 2020 |
|------------------------|------------|------------|------------|-------------|--------------|--------------|
| Well above | 0 | 0 | 0 | 0 | 0 | 0 |
| Above | 0 | 0 | 0 | 0 | 0 | 0 |
| At | 0 | 0 | 0 | 0 | 41 | 37 |
| Developing | 0 | 0 | 0 | 0 | 0 | 14 |
| Emergent | 0 | 0 | 0 | 0 | 0 | 0 |
| Total At or above | 0 out of 0 | 0 out of 0 | 0 out of 0 | 0 out of 22 | 41 out of 41 | 37 out of 51 |
| Percentage At or above | | | | 0% | 100% | 73% |

Students who are currently in Year 1 - Progress Overview - Reading (All Students)

| Counts | Mid 2018 | End 2018 | Mid 2019 | End 2019 | Mid 2020 | End 2020 |
|------------------------|------------|------------|------------|-------------|--------------|--------------|
| Well above | 0 | 0 | 0 | 0 | 0 | 0 |
| Above | 0 | 0 | 0 | 0 | 3 | 0 |
| At | 0 | 0 | 0 | 0 | 38 | 37 |
| Developing | 0 | 0 | 0 | 0 | 0 | 13 |
| Emergent | 0 | 0 | 0 | 0 | 0 | 0 |
| Total At or above | 0 out of 0 | 0 out of 0 | 0 out of 0 | 0 out of 22 | 41 out of 41 | 37 out of 50 |
| Percentage At or above | | | | 0% | 100% | 74% |

Students who are currently in Year 1 - Progress Overview - Writing (All Students)

| Counts | Mid 2018 | End 2018 | Mid 2019 | End 2019 | Mid 2020 | End 2020 |
|------------------------|------------|------------|------------|-------------|--------------|--------------|
| Well above | 0 | 0 | 0 | 0 | 0 | 0 |
| Above | 0 | 0 | 0 | 0 | 0 | 0 |
| At | 0 | 0 | 0 | 0 | 41 | 38 |
| Developing | 0 | 0 | 0 | 0 | 0 | 12 |
| Emergent | 0 | 0 | 0 | 0 | 0 | 0 |
| Total At or above | 0 out of 0 | 0 out of 0 | 0 out of 0 | 0 out of 20 | 41 out of 41 | 38 out of 50 |
| Percentage At or above | | | | 0% | 100% | 76% |

VAUXHALL SCHOOL

KIWISPORT STATEMENT FOR THE YEAR ENDED 31 DECEMBER 2020

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2020 the school received total Kiwisport funding of \$3,466.59 (excluding GST). The funding was spent on a combination of sporting initiatives including sporting equipment (athletics, football, junior sports equipment) and professional development (tennis and cricket). All students in the school had a range of sports with external instructors including Waterwise, football, squash, golf and tennis. All students participated in the organised sports.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF VAUXHALL SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2020

The Auditor-General is the auditor of Vauxhall School (the School). The Auditor-General has appointed me, Charles Francia using the staff and resources of BDO Auckland, 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 19, that comprise the statement of financial position as at 31 December 2020, 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 2020; 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 as applicable to entities that qualify as tier 2.

Our audit was completed on 25 May 2021. 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 of Trustees 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 arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 1 to 18, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1: *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.



Blair Stanley
BDO Auckland
On behalf of the Auditor-General
Auckland, New Zealand