

# ADVENTURE SCHOOL

## ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

### School Directory

<b>Ministry Number:</b>	01195
<b>Principal:</b>	John Wootton
<b>School Address:</b>	Longitude Place, Whitby, Porirua
<b>School Postal Address:</b>	Longitude Place, Whitby, Porirua
<b>School Phone:</b>	04 2347220
<b>School Email:</b>	admin@adventure.school.nz

### Members of the Board of Trustees

Name	Position	How Position Gained	Occupation
John Wootton	Principal	Appointec January 2013	Principal
Cathy Murray	Staff Rep.	Appointec June 2019	Teacher
Andrew Myers	Parent Rep.	Elected June 2019	Core Systems Operations Manager
Milke Walls	Parent Rep.	Elected June 2019	GM - Capability & Delivery
Vanya Pyne	Parent Rep.	Elected December 2017	Sales Manager
Harriet Shelton	Parent Rep.	Elected December 2017	Regional Transport Planning Manager
Mark Frew	Chairperson	Elected December 2017	Strategy & Performance Manager
Emily Hunt	Parent Rep.	Elected June 2019	Music Therapist
Debbie Barrott	Parent Rep.	Secondec June 2019	Chief Change Intergration Manager

### Accountant / Service Provider:

Roger Pedersen	Accountant	Appointec	1997	Taxation Agent
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# ADVENTURE SCHOOL

## ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

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# Adventure School

## Statement of Responsibility

For the year ended 31 December 2019

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 2019 fairly reflects the financial position and operations of the School.

The School's 2019 financial statements are authorised for issue by the Board.

MARK FREW

Full Name of Board Chairperson

Mark Frew

Signature of Board Chairperson

27.5.2020

Date:

William John Wootton

Full Name of Principal

William John Wootton

Signature of Principal

27.5.20.

Date:

**Adventure School**  
**Statement of Comprehensive Revenue and Expense**  
For the year ended 31 December 2019

		2019	2019	2018
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
<b>Revenue</b>				
Government Grants	2	3,312,528	3,090,987	3,086,721
Locally Raised Funds	3	205,246	135,600	191,255
Interest Earned		12,101	8,500	11,586
Gain on Sale of Property, Plant and Equipment		-	-	-
Other Revenue		1,880	-	2,882
		<hr/>	<hr/>	<hr/>
		3,531,755	3,235,087	3,292,444
<b>Expenses</b>				
Locally Raised Funds	3	83,448	27,600	100,215
Learning Resources	4	2,429,946	2,266,100	2,201,245
Administration	5	193,873	217,482	183,403
Finance		3,896	3,300	4,695
Property	6	702,916	736,600	732,741
Depreciation	7	70,420	73,640	80,593
Loss on Disposal of Property, Plant and Equipment		3,083	-	1,621
		<hr/>	<hr/>	<hr/>
		3,487,582	3,324,722	3,304,513
<b>Net Surplus / (Deficit) for the year</b>		44,173	(89,635)	(12,069)
<b>Total Comprehensive Revenue and Expense for the Year</b>		<hr/>	<hr/>	<hr/>
		44,173	(89,635)	(12,069)

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

**Adventure School**  
**Statement of Changes in Net Assets/Equity**  
For the year ended 31 December 2019

	Actual 2019 \$	Budget (Unaudited) 2019 \$	Actual 2018 \$
<b>Balance at 1 January</b>	563,601	563,601	556,621
Total comprehensive revenue and expense for the year	44,173	(89,635)	(12,069)
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	-	-	19,049
<b>Equity at 31 December</b>	607,774	473,966	563,601
Retained Earnings	607,774	473,966	563,601
<b>Equity at 31 December</b>	607,774	473,966	563,601

**Reserved Equity**

Reserved equity comprises funds that have been received by the School for a specific purpose. The School guarantees to hold sufficient monies to enable the funds to be used for their intended purpose at any time. These funds have arisen from (a bequest from McCarthy Trust of \$4,000 every two years). These funds are held for use solely on purchase of library books as required by the terms of the bequest. The school is not required to repay these funds, however.

	2019 Actual \$	2019 Budget \$	2018 Actual \$
<b>Reserves</b>			
Opening Balance	(8,416)	(8,416)	(6,729)
McCarthy Trust	-	-	4,000
Library Books	(5,687)	(4,000)	(5,687)
<b>Closing Balance</b>	(14,103)	(12,416)	(8,416)

**Adventure School**  
**Statement of Financial Position**  
As at 31 December 2019

		2019	2019	2018
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	8	375,166	140,208	51,736
Accounts Receivable	9	152,173	132,500	157,368
Prepayments		16,294	20,000	12,747
Inventories	10	10,588	10,800	12,784
Investments	11	227,578	149,000	220,897
		<u>781,799</u>	<u>452,508</u>	<u>455,532</u>
<b>Current Liabilities</b>				
GST Payable		12,086	(16,640)	(16,728)
Accounts Payable	13	171,751	147,500	150,783
Revenue Received in Advance	14	20,948	6,000	4,961
Provision for Cyclical Maintenance	15	-	-	-
Painting Contract Liability - Current Portion	16	17,182	17,000	17,042
Finance Lease Liability - Current Portion	17	45,937	34,900	35,641
Funds held for Capital Works Projects	18	217,493	-	-
		<u>485,397</u>	<u>188,760</u>	<u>191,699</u>
<b>Working Capital Surplus/(Deficit)</b>		296,402	263,748	263,833
<b>Non-current Assets</b>				
Investments	11	-	-	-
Property, Plant and Equipment	12	449,173	310,718	439,996
		<u>449,173</u>	<u>310,718</u>	<u>439,996</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	15	80,000	50,000	72,000
Painting Contract Liability	16	17,053	17,000	33,807
Finance Lease Liability	17	40,748	33,500	34,421
<b>Net Assets</b>		<u>607,774</u>	<u>473,966</u>	<u>563,601</u>
<b>Equity</b>	23	<u>607,774</u>	<u>473,966</u>	<u>563,601</u>

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

# Adventure School

## Statement of Cash Flows

For the year ended 31 December 2019

		2019	2019	2018
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		683,620	1,128,266	603,679
Locally Raised Funds		225,491	138,100	198,784
Goods and Services Tax (net)		28,814	(16,640)	(7,366)
Payments to Employees		(337,624)	(267,878)	(313,747)
Payments to Suppliers		(413,223)	(414,882)	(429,510)
Interest Paid		(3,896)	(3,300)	(4,695)
Interest Received		12,107	7,500	11,564
Net cash from the Operating Activities		195,289	571,166	58,709
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of PPE (and Intangibles)		-	-	-
Purchase of PPE (and Intangibles)		(49,122)	(282,046)	(35,032)
Purchase of Investments		(6,681)	(149,000)	(7,551)
Proceeds from Sale of Investments		-	-	-
Net cash to the Investing Activities		(55,803)	(431,046)	(42,583)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	19,049
Finance Lease Payments		(16,935)	(33,912)	(16,523)
Painting contract payments		(16,614)	34,000	(17,065)
Loans Received/ Repayment of Loans		-	-	-
Funds Held for Capital Works Projects		217,493	-	-
Net cash from Financing Activities		183,944	88	(14,539)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>323,430</b>	<b>140,208</b>	<b>1,587</b>
Cash and cash equivalents at the beginning of the year	8	51,736	-	50,149
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>375,166</b>	<b>140,208</b>	<b>51,736</b>

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.

**Adventure School**  
**Notes to the Financial Statements**  
**For the year ended 31 December 2019**

## **1. Statement of Accounting Policies**

### **a) Reporting Entity**

Adventure School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education Act 1989. 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 2019 to 31 December 2019 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 Act 1989 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.

#### ***Useful lives of property, plant and equipment***

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School



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

#### ***Critical Judgements in applying accounting policies***

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

##### ***Classification of leases***

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 17.

##### ***Recognition of grants***

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carryforward 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 offset by a non-cash grant from the Ministry.

#### **e) 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.

**f) 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.

**g) 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.

**h) Accounts Receivable**

Accounts Receivable represents items that the School has issued invoices for or accrued for, but has not received payment for at year end. Receivables are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A receivable is considered uncollectable where there is objective evidence the School will not be able to collect all amounts due. The amount that is uncollectable (the provision for uncollectibility) is the difference between the amount due and the present value of the amounts expected to be collected.

**i) Inventories**

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

**j) Investments**

Bank term deposits for periods exceeding 90 days are classified as investments and are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards. Share investments are recognised initially by the School at fair value plus transaction costs. At balance date the School has assessed whether there is any evidence that an investment is impaired. Any impairment, gains or losses are recognised in the Statement of Comprehensive Revenue and Expense.

After initial recognition any investments categorised as available for sale are measured at their fair value without any deduction for transaction costs the school may incur on sale or other disposal.

The School has met the requirements of Schedule 6 para 28 of the Education Act 1989 in relation to the acquisition of investment securities.

**k) Property, Plant and Equipment**

Land and buildings owned by the Ministry 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.

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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.

### **Leased Assets**

Leases where the School assumes substantially all the risks and rewards of ownership are classified as finance leases. The assets acquired by way of finance lease are measured at an amount equal to the lower of their fair value and the present value of the minimum lease payments at inception of the lease, less accumulated depreciation and impairment losses. Leased assets and corresponding liability are recognised in the Statement of Financial Position and leased assets are depreciated over the period the School is expected to benefit from their use or over the term of the lease.

### **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 – Crown	50 years
Grounds and Equipment	10 years
Computers and Electronics	3–5 years
Office/Classroom Furniture and Equipment	5–10 years
Musical Equipment	5 years
Leased assets held under a Finance Lease	3 years
Sports Equipment	5–10 years
Library Resources	8 years

### **l) Intangible Assets**

#### *Software costs*

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance or licensing of software are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software licences with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. It's fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

### **m) 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.

#### **n) 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.

#### **o) Employee Entitlements**

##### *Short-term employee entitlements*

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay.

These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date.

##### *Long-term employee entitlements*

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

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

#### **p) Revenue Received in Advance**

Revenue received in advance relates to fees received from grants where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

#### **q) Provision for Cyclical Maintenance**

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

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

#### **r) Financial Assets and Liabilities**

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 "loans and receivables" for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards.

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

**s) Goods and Services Tax (GST)**

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

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

Commitments and contingencies are disclosed exclusive of GST.

**t) Budget Figures**

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

**u) Services Received In-Kind**

From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in kind in the Statement of Comprehensive Revenue and Expense.

## 2. Government Grants

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational grants	575,500	503,000	567,891
Teachers' salaries grants	2,100,132	1,976,322	1,892,334
Use of Land and Buildings grants	552,949	550,000	567,883
Resource teachers learning and behaviour grants	-	54,838	44,045
Other MoE Grants	77,119	-	7,939
Kiwi Sports Grant	6,828	6,827	6,629
	<u>3,312,528</u>	<u>3,090,987</u>	<u>3,086,721</u>

## 3. Locally Raised Funds

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

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<b>Revenue</b>			
Donations	92,128	71,000	72,278
Fundraising	3,971	-	1,260
Bequests & Grants	-	-	17,000
Trading	54,631	37,000	36,559
Activities	54,516	27,600	64,158
	<u>205,246</u>	<u>135,600</u>	<u>191,255</u>
<b>Expenses</b>			
Activities	53,835	27,600	76,026
Trading	20,821	-	24,143
Fundraising costs	2,349	-	46
Other Locally Raised Funds Expenditure	6,443	-	-
	<u>83,448</u>	<u>27,600</u>	<u>100,215</u>
<i>Surplus for the year Locally raised funds</i>	<u>121,798</u>	<u>108,000</u>	<u>91,040</u>

## 4. Learning Resources

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	70,194	71,100	64,939
Equipment repairs	1,241	600	314
Information and communication technology	7,548	10,000	5,926
Library resources	1,370	3,200	2,381
Employee benefits - salaries	2,319,587	2,131,200	2,098,978
Staff development	30,006	50,000	28,707
	<u>2,429,946</u>	<u>2,266,100</u>	<u>2,201,245</u>

## 5. Administration

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Audit Fee	5,913	5,676	6,723
Board of Trustees Fees	4,305	4,600	4,651
Board of Trustees Expenses	12,777	27,306	6,381
Communication	3,405	4,000	3,870
Consumables	10,000	13,500	12,589
Operating Lease	9,654	18,400	7,330
Legal Fees	-	300	-
Other	14,993	12,800	13,148
Employee Benefits - Salaries	114,733	113,000	110,586
Insurance	7,293	7,100	7,253
Service Providers, Contractors and Consultancy	10,800	10,800	10,872
	<u>193,873</u>	<u>217,482</u>	<u>183,403</u>

## 6. Property

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Caretaking and Cleaning Consumables	2,606	3,000	2,650
Consultancy and Contract Services	80,471	80,800	75,063
Cyclical Maintenance Expense	15,500	13,000	16,615
Grounds	3,795	6,500	11,307
Heat, Light and Water	20,337	22,000	19,066
Rates	4,062	4,500	4,159
Repairs and Maintenance	18,750	51,000	31,759
Use of Land and Buildings	552,949	550,000	567,883
Security	4,446	5,800	4,239
	<u>702,916</u>	<u>736,600</u>	<u>732,741</u>

The use of land and buildings figure represents 8% of the school's total property value. This is used as a 'proxy' for the market rental of the property. 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. Depreciation

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Buildings	9,829	9,300	9,698
Furniture and Equipment	21,699	20,140	22,264
Information and Communication Technology	24,345	30,000	34,101
Leased Assets	11,896	11,700	11,897
Library Resources	2,651	2,500	2,633
	<u>70,420</u>	<u>73,640</u>	<u>80,593</u>

## 8. Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash on Hand	188	208	208
Bank Current Account	54,699	30,000	26,924
Bank Call Account	1,003	2,000	2,604
Short-term Bank Deposits	311,185	103,000	22,000
Workshop Account	8,091	5,000	-
Cash equivalents and bank overdraft for Cash Flow Statement	375,166	140,208	51,736

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

Of the \$375,166 Cash and Cash Equivalents, \$217,493 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2020 on Crown owned school buildings under the School's Five Year Property Plan.

## 9. Accounts Receivable

	Actual \$	Budget (Unaudited) \$	Actual \$
Receivables	939	3,500	3,317
Receivables from the Ministry of Education	-	-	24,173
Interest Receivable	1,308	1,000	1,314
Teacher Salaries Grant Receivable	149,926	128,000	128,564
	152,173	132,500	157,368
Receivables from Exchange Transactions	2,247	4,500	4,631
Receivables from Non-Exchange Transactions	149,926	128,000	152,737
	152,173	132,500	157,368

## 10. Inventories

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Stationery	562	800	829
School Uniforms	10,026	10,000	11,955
	10,588	10,800	12,784

## 11. Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Asset			
Short-term Bank Deposits	227,578	149,000	220,897



## 12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$
<b>2019</b>					
Grounds	73,196	4,239		(6,729)	70,706
Buildings	118,403	3,039		(3,100)	118,342
Furniture and Equipment	100,024	4,523	(304)	(21,698)	82,545
Information and Communication	58,852	35,293	(1,374)	(24,344)	68,427
Leased Assets	76,835	33,559		(11,897)	98,497
Library Resources	12,686	2,026	(1,405)	(2,651)	10,656
<b>Balance at 31 December 2019</b>	<b>439,996</b>	<b>82,679</b>	<b>(3,083)</b>	<b>(70,419)</b>	<b>449,173</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
<b>2019</b>			
Grounds	150,986	(80,280)	70,706
Buildings	176,254	(57,912)	118,342
Furniture and Equipment	337,578	(255,033)	82,545
Information and Communication	282,971	(214,544)	68,427
Leased Assets	147,570	(49,073)	98,497
Library Resources	44,171	(33,515)	10,656
<b>Balance at 31 December 2019</b>	<b>1,139,530</b>	<b>(690,357)</b>	<b>449,173</b>

	Opening Balance (NBV)	Additions	Disposals	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$
<b>2018</b>					
Grounds	79,854	-		(6,658)	73,196
Buildings	119,195	2,248	-	(3,040)	118,403
Furniture and Equipment	114,320	8,232	(264)	(22,264)	100,024
Information and Communication	74,088	18,865		(34,101)	58,852
Leased Assets	64,619	24,113	-	(11,897)	76,835
Library Resources	10,988	5,687	(1,356)	(2,633)	12,686
<b>Balance at 31 December 2018</b>	<b>463,064</b>	<b>59,145</b>	<b>(1,620)</b>	<b>(80,593)</b>	<b>439,996</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
<b>2018</b>			
Land	146,747	(73,551)	73,196
Buildings	173,215	(54,812)	118,403
Furniture and Equipment	337,399	(237,375)	100,024
Information and Communication Technology	270,371	(211,519)	58,852
Leased Assets	114,012	(37,177)	76,835
Library Resources	48,125	(35,439)	12,686
<b>Balance at 31 December 2018</b>	<b>1,089,869</b>	<b>(649,873)</b>	<b>439,996</b>

### 13. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating creditors	20,596	16,000	17,554
Employee Entitlements - salaries	151,155	128,000	129,740
Employee Entitlements - leave accrual	-	-	3,489
	<u>171,751</u>	<u>147,500</u>	<u>150,783</u>
Payables for Exchange Transactions	171,751	147,500	150,783
	<u>171,751</u>	<u>147,500</u>	<u>150,783</u>

The carrying value of payables approximates their fair value.

### 14. Revenue Received in Advance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Other	20,948	6,000	4,961
	<u>20,948</u>	<u>6,000</u>	<u>4,961</u>

### 15. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	72,000	72,000	55,385
Increase to the Provision During the Year	15,500	13,000	16,615
Use of the Provision During the Year	(7,500)	(35,000)	
Provision at the End of the Year	<u>80,000</u>	<u>50,000</u>	<u>72,000</u>
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Term	80,000	50,000	72,000
	<u>80,000</u>	<u>50,000</u>	<u>72,000</u>

### 16. Painting Contract Liability

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Liability	17,182	17,000	17,042
Non Current Liability	17,053	17,000	33,807
	<u>34,235</u>	<u>34,000</u>	<u>50,849</u>

In November 2007 the Board signed an agreement with Programmed Maintenance Services NZ Ltd (the contractor) for an agreed programme of work covering a fourteen year period. This agreement replaces the former agreement with the contractor entered into in February 2002. The programme provides for an interior and exterior repaint of the Ministry owned buildings in 2007, with regular maintenance in subsequent years. The agreement has an annual commitment of \$16,891. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid as at 31 December 2019. Present obligations are identified in the school's 10 year property plan approved by the Ministry of Education.

## 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:

	2019 Actual	2019 Budget (Unaudited)	2018 Actual
No Later than One Year	\$ 45,937	\$ -	\$ 35,641
Later than One Year and no Later than Five Years	40,748	-	34,421
	<u>86,685</u>	<u>-</u>	<u>70,062</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:

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Rimu Building Upgrade	<i>in progress</i>	(24,173)	197,460	(64,459)	-	108,828
Special Needs Project	<i>in progress</i>	-	143,998	(43,333)	-	100,665
I/s Project	<i>in progress</i>	-	8,000	-	-	8,000
Totals		<u>(24,173)</u>	<u>349,458</u>	<u>(107,792)</u>	<u>-</u>	<u>217,493</u>

### Represented by:

Funds Due from the Ministry of Education

217,493

217,493

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOI Contribution/ (Write-off to R&M)	Closing Balances \$
Special Needs	<i>completed</i>	(1,349)	2,091	(742)	-	(24,173)
Rimu Building Upgrade	<i>in progress</i>			(24,173)		
Totals		<u>(1,349)</u>	<u>2,091</u>	<u>(24,915)</u>	<u>-</u>	<u>(24,173)</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.

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	3,260	3,606
Full-time equivalent members	0.20	0.20
<i>Leadership Team</i>		
Remuneration	346,280	332,855
Full-time equivalent members	3	3
Total key management personnel remuneration	349,540	336,461
Total full-time equivalent personnel	3.20	3.20

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

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

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140 - 150	140 - 150
Other Benefits	3 - 4	3 - 4

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

	Remuneration \$000	2019 FTE Number	2018 FTE Number
Total	100 - 110	1.00	0.00
Number of People		1.00	0.00

## 21. Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2019 (Contingent liabilities and assets at 31 December 2018: nil).

### Holidays Act Compliance - schools payroll

The Ministry of Education performs payroll processing and payments on behalf of the school Boards of Trustees, through payroll service provider Novopay.

## 22. Commitments

### (a) Capital Commitments

As at 31 December 2019 the Board has entered into contract agreements for capital works as follows:

As part of the Accelerated Modernisation Scheme (AMS) as portrayed in the 5 year property agreement the Ministry of Education has approved funding of \$770,347 for the purpose of refurbishing Blocks B and E and a further funding of \$636,077 for "Special Needs" building requirements, of which \$349,458 has been received to date.

(Capital commitments at 31 December 2019 \$107,792)

**(b) Operating Commitments**

As at 31 December 2019 the Board has a commitment for cyclical maintenance as set out in the 10 year property programme:

	2019 Actual \$	2018 Actual \$
No later than One Year	-	-
Later than Five Years	80,000	72,000
	<u>80,000</u>	<u>72,000</u>

**23. 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.

**24. Financial Instruments**

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

**Loans and receivables**

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	375,166	140,208	51,736
Receivables	152,173	132,500	157,368
Investments - Term Deposits	227,578	149,000	220,897
Total Loans and Receivables	<u>754,917</u>	<u>421,708</u>	<u>430,001</u>

**Financial liabilities measured at amortised cost**

Payables	171,751	147,500	150,783
Finance Leases	86,685	68,400	70,062
Painting Contract Liability	34,235	34,000	50,849
Total Financial Liabilities Measured at Amortised Cost	<u>292,671</u>	<u>249,900</u>	<u>271,694</u>

**25. Events After Balance Date**

On March 11, 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on 26 March, New Zealand increased its COVID-19 alert level to level 4 and a nationwide lockdown commenced. As part of this lockdown all schools were closed. While the disruption is currently expected to be temporary, there is a level of uncertainty around the duration of the closure.

At the date of issuing the financial statements, the school has been able to absorb the majority of the impact from the nationwide lockdown as it was decided to start the annual Easter School holidays early. In the periods the school is open for tuition, the school has switched to alternative methods of delivering the curriculum, so students can learn remotely.

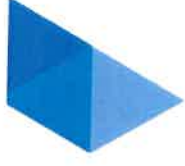
At this time the full financial impact of the COVID-19 pandemic is not able to be determined, but it is not expected to be significant to the school. The school will continue to receive funding from the Ministry of Education, even while closed.

**26. Comparatives**

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

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p><b>Maths</b></p> <p><b>Identifying the issues</b></p> <p>We started the year with a concern that the number of different approaches being used in maths was having a negative impact on student progress. We decided to survey students and teachers.</p> <p><b>Student Survey</b></p> <p><i>Across the school, on the whole, our students have a positive attitude towards maths.</i> From discussions with the students, it was clear a number of different approaches were being used and this differs by class rather than by syndicate. Some students could easily describe what goes on in a maths lesson in their class, but this was not the case in all classes. A number of students were able to explain what they would do if they found the work too easy or too hard. We had a number of students, however, whose only strategies were ask the teacher, skip the question or wait for others to finish. On the whole this trend was the same for all the students asked in a class, regardless of their ability.</p>	<p><b>Maths</b></p> <p>Most of our students are achieving at the expected level.</p> <p><b>Year 4 / 5 were an area of concern</b></p> <p><b>19% of boys 34% of girls in year 4 and 29% of girls in year 5 were not achieving at the expected level.</b></p> <p>However, some students remain below expected levels throughout their schooling. Furthermore, our lower and higher achieving students do not tend to make the same level of progress as the majority of our students. Our top students tend to reach a level and then plateau</p> <p><b>Reading</b></p> <p>At the start of 2019, 56% of Year 2 children were below our expectations in reading. To address this the following steps were taken:</p> <p>In Terms 2 – 4; Year 1 and Year 2 teachers took part in a series of observations and personalised professional learning conversations with a literacy consultant, Chuck Mariott</p>	<p><b>Maths</b></p> <p>From observations and conversations across the school, it is clear there are a number of different approaches being used in maths. As a result, some students becoming confused about what they are doing and not making the progress they are capable of. This has been highlighted in the work done around transitioning from Stage 4 to Stage 5. During observations of students not readily making this transition, it was obvious inconsistent approaches have made it harder for them than necessary</p> <p>In relation to the numeracy project senior school teachers (Y7/8) made this observation that the project was poorly implemented. Its highly structured, linear, gradual process set road blocks to progress.</p> <p>Unnecessary conditions having to be met/demonstrated before it was deemed appropriate for a child to move on; frustrating for children and teachers.</p> <p><b>Reading</b></p> <p>At the start of 2019, 56% of Year 2 children were below our</p>	<p><b>Annual Plan</b></p> <p>Maths will be the key lens through which we will embed our strategic goals in 2020 and 2021. Our appraisal process will also be aligned with our PLD focus.</p> <p>The survey done with staff indicated a definite desire to take on whole – school maths professional development.</p> <p><b>We need:</b></p> <p>All teachers to have a strong understanding of the progressions in mathematics and use this as a foundation for formative assessment.</p> <p>consistent approaches across the school, based on a shared understanding of best practices in mathematics within a localised curriculum.</p> <p>improved assessment literacy that enhances our ability to inquire into reasons for inequitable outcomes in mathematics and make successful</p>

# Analysis of Variance Reporting



School Name: Adventure School		School Number: 1195
<b>Strategic Aim:</b>	<p><b>Whāia Te Ara Tika</b> (Seek your own Path) Our children will discover who they can be.</p> <p><b>Our Learning:</b> We discover. We celebrate. We inspire</p> <p><b>Our Environment:</b> We build a safe place. We support innovation. We respect mana</p> <p><b>Our Community:</b> We construct relationships. We support and develop belonging. We engage positively.</p> <p>We Learn / We Care / We Act (Our Children Will Be)</p> <p>Curious / Creative / Collaborative / Self – Directed / Self - Aware</p>	
<b>Annual Aim:</b>	<ul style="list-style-type: none"> <li>To accelerate the achievement of as many students as possible – with a focus on learners who are operating below their curriculum level</li> <li>Promote educational success for Maori as Maori.</li> <li>To enhance the capability of staff in the use of Maori language and knowledge of Maori culture.</li> <li>To Enhance children’s exploration and love of learning through a play - based approach.</li> <li>To Reduce all types of bullying at Adventure School</li> </ul>	
<b>Target:</b>	<p><b>Maths</b> To accelerate progress of 20 junior school students and 19 senior school students who are operating below the expectations of their year level in the NZ Curriculum</p> <p><b>Reading:</b> To accelerate progress of 17 junior school students who are operating below the expectations of their year level in the NZ Curriculum</p>	
<b>Baseline Data:</b>	<p><b>Maths: Stanines by percentage</b></p> <p><b>Top three stanines (7-9):</b></p> <p>Year 3 <b>18%</b> Year 4 <b>17%</b> Year 5 <b>31%</b> Year 6 <b>42%</b> Year 7 <b>45%</b> Year 8 <b>28%</b></p> <p><b>Bottom three stanines (1-3)</b></p> <p>Year 3 <b>11%</b> Year 4 <b>9%</b> Year 5 <b>11%</b> Year 6 <b>14%</b> Year 7 <b>13%</b> Year 8 <b>9%</b></p> <p><b>Stanines By Number</b></p>	

**Top three stanines (7-9):**

**Year 3** 6 boys 4 girls **Year 4** 9 boys 2 girls **Year 5** 15 boys (2 Maori) 4 girls  
**Year 6** 12 boys 9 girls (2 Maori - 1 Pacifica). **Year 7** 13 boys (1 Maori) 3 girls (2 Maori)  
**Year 8** 9 boys (1 Pacifica) 3 girls

**Bottom three stanines**

**Year 3** 2 boys 4 girls (1 Maori) **Year 4** 4 boys 2 girls **Year 5** 4 boys (1 Maori) 3 girls (1 Maori)  
**Year 6** 2 boys (1 Maori) 5 girls (1 Maori) **Year 7** 2 boys (1 Maori) 4 girls (2 Maori).  
**Year 8** 1 boy 3 girls

**Yrs 5-8**

**Reading** 9 children accelerated, 2 girls and 7 boys Including 1 Maori girl  
**Maths** 9 children accelerated, 4 girls and 5 boys

**Writing** 16 children accelerated, 2 girls and 14 boys including 1 Maori girl 2 Pacifica boys  
**Year 3 / 4**

**Reading:** 8 children accelerated, 5 girls and 3 boys (1 Maori Boy one Maori Girl 1 Pacifica girl)  
**Maths:** 3 children accelerated, 2 girls and 1 boy  
**Writing:** 5 children accelerated, 3 girls and 2 boys



## Teacher Survey

From the survey done with the staff, they are ready and keen to take on maths professional development. There was a range in how confident our teachers feel about teaching maths. We already have strong staff buy in which is key to implementing anything schoolwide. Teachers identified the need for consistency across the school and a shared understanding of what to teach. They also wanted to know how to make maths more relevant to students' lives and fun.

Quotes from the staff included: "Looking forward to being inspired next year!", "I am really looking forward to Maths PD", "I think it is important that as a school we come up with a shared understanding of maths processes, progressions and language in order to do the best for our kids and our teachers" and "I am really looking forward to this PD".

## Reading:

In Term 1, Year 2 was cross grouped for reading and the most experienced teacher took the most at risk children. Phonemic

Chuck ran a workshop for TAs on a one-on-one intervention and this was successfully implemented (most children progressed 6-8 levels in 6 weeks)  
Year 1 teachers assessed Foundation Skills to identify areas of need that could contribute to slower literacy development  
PD was provided by an OT to increase knowledge of learning differences such as dyspraxia

## By the end of the year:

35 / 53 (66%) of students had made more than 12 months progress, including 17 who were at risk at the start of the year.  
50 % of year 2 students were reading above expectations  
There was a significant reduction in the number of Year 2 children at risk from 56% to 20%  
Levels of progress across Year 1 and 2 were significantly higher in the 2nd half of the year, after the professional learning support, boding well for 2020.

Year 3 teachers also had the opportunity to work with Chuck to increase skills for working with the hardest to teach children. This

expectations in reading. This was attributed to:  
teachers engaging with research showing many children are not ready to read and write until 7 years of age, and being unsure what to do with children they didn't consider ready

teachers struggling to find the balance between explicit teaching of literacy and Learning Through Play.

changes to practice at both an individual and school-wide level. to have the ability to identify and meet the needs of children needing additional support i.e. students who have dyscalculia or are gifted.

There are still 55 children across the school who are not achieving at the expected level of the curriculum in maths

awareness was identified as a common need and explicit teaching was provided in this area.

In Terms 2 - 4, both Year 1 and Year 2 teachers took part in a series of observations and personalised professional learning conversations with a literacy consultant, Chuck Mariott

proved an effective professional learning model at all levels:  
In the three classes who worked with Chuck, 6 / 7 children below expectations at the start of the year made accelerated progress and read at expectation by the end of the year

Planning for next year:

## Planning For 2020

### Annual Plan

Maths will be the key lens through which we will embed our strategic goals in 2020 and 2021. Our appraisal process will also be aligned with our PLD focus. We have identified that while generally our students have made good progress and many have made accelerated progress, we want to have greater impact on those at each end of the scale and move children who have plateaued and for who Maths has become a chore. We see even greater possibilities for our students through engaging them in an exciting Maths curriculum. Our teachers are excited about lifting student engagement and achievement in maths and they are excited about this professional development.

### Cultural Competencies

Over the past two years we have had a school wide focus on developing competence in Te Reo and cultural competencies. Our strategic objectives are to promote educational success for Maori as Maori through positive engagement with the curriculum. Continue to close the achievement gap between Maori and non – Maori. Build on our success in 2019 in sustaining positive links with our Moati community

### Digital Fluency Strategic Goals

Use digital fluency as a tool to accelerate the progress of as many students as possible, with a focus on priority learners operating below their target level in mathematics. In 2020, we aim to use mathematics as our key lens for extending the purposeful use of digital technologies to enhance learning for all students and develop a shared understanding of the potential of digital learning as a tool that:

- is ubiquitous, accessible and equitable.
- enhances authentic co-constructed, future focussed learning
- is appropriate for meeting all students' needs
- Collaborate to extend the use of technologies in supporting learning

### Learning Through Play

Over the past 2 years, the junior syndicate has had intensive PD in developing a play - based environment. This has included:

establishing the environment  
the teacher's role in developing self -directed learners in play  
enhancing the ability to identify and respond to learning and next steps in play  
balancing learning through play with explicit teaching  
developing a shared approach to tracking development in play.

Now we have a solid foundation we are aiming to extend our skills in one curriculum area at a time. We have recently had PD on developing digital technologies in Play Based Learning Environments and in 2020 we plan to focus on science in term 1 then mathematics over the remainder of the year.

### **Our strategic goals are as follows:**

- Maximise students' opportunities to develop cognitively, physically, socially and emotionally through a play - based approach
- Through guided play, enhance children's exploration and self - efficacy across all learning areas
- Provide learning opportunities for young children to develop at their own pace through the natural process of play
- 

### **Local Curriculum**

Mathematics is the next priority in creating our local curriculum having already developed Our curriculum umbrella, "The Adventure Way." This incorporates values, key competencies and learning dispositions.

The curriculum for Play Based Learning in the junior school

We are aiming for an integrated curriculum with clear links between mathematics and other learning areas

### **Kahui Ako Initiatives**

Our Kahui Ako has three focus areas:

- Innovation through STEM
- Well-being - cultural, social and emotional
- Pathways- connections and transitions

Through our PD we would want to explore innovative practice with the possibility of sharing our story with other schools. As members of a learning Through Play cluster, our junior team in particular will have the opportunity to share what they learn about developing and extending mathematical thinking through play.

A PLD application has been made and accepted for implementing the PACT tool across the Kahui Ako. Adventure School has prioritised mathematics as their major whole - school P.D. for 2020 in order to increase student achievement in maths

### **Overarching Goals 2020**

- Progress the achievement of all students (Literacy / Numeracy)
- Promote educational success for Maori as Maori through positive engagement with the curriculum and continue to close the achievement gap between Maori and non - Maori
- Digital curriculum is focused on and appropriate for meeting all students needs
- Reduce our young children's anxiety and enhance the love of learning through a play - based approach.
- Look after all of our people. This will be particularly important during the first two terms while the building projects

## Targets 2020

### Mathematics Target:

To accelerate progress of students who are operating below the expectations of their year level in the NZ Curriculum  
**Y3 8 Y4 13 Y5 10 Y6 8 Y7 7 Y8 9.** 54 Children across the school.

### Reading Target

80% of children in year one and two reading at expectation at the end of the year

### Infinity Maps

#### Learning Maps are:

- One way to get to know your students as learners
- Connect to the Adventure way
- a practical in-road into the science of learning-how- to-learn.
- a tool for students to draw the web of interactions surrounding their learning.
- a support for students to decide on a change that will improve their learning situation.
- a process that lifts student confidence, engagement, agency and achievement
- a process that causes teachers and parents to rethink their respective support roles.
- a tool to help identify learning patterns/trends

### Through the mapping, students experience the;

- Aesthetic pleasure of drawing a map of their learning
- Discovery of the interact web surrounding their learning
- Opportunity to identify a learning area for improvement
- Pleasure of talking to peers, teachers and family about their learning
- Chance to re-script the story they hold in their minds about their learning

## Annual Summary

2019 has been an exciting and challenging year at Adventure School. We have sought to engage children in a wide range of opportunities across the curriculum, all students have experienced a range of E.O.C.T. camps, Kapa Haka, school sport, interschool sport, art, drama, enviro studies, technology, health and music.

The school roll has continued to climb and there is increasing pressure around space. This will continue to be an issue for us in the next few years. As a result of pressure on our roll the Ministry has funded two new classrooms and it is hoped these will be built and completed during term two 2020.

In late term three work started on two internal school upgrades (Nikau and Rimu). The scope of this work (funded by 10ypp money and the \$360k additional ministry funding) is as such:

- Addition of a break out space between rooms 10 and 11
- Internal upgrade of rooms 9 and 10
- Building of a SPN universal toilet between rooms 13 and 14
- Construction of a new ramp up to the top field
- Construction of a new ram to the front of the hall
- Internal upgrade of Nikau Syndicate (rooms 5/6/7/8)
- Development of additional parking space
- Addition of two new ministry funded classrooms

All this work means that we have no extra teaching spaces because classes have had to be moved to allow for the building work.

- Rooms 11 and 13 have moved into the Totara Block
- Rooms 9 and 10 are in the hall for term one
- Rooms 5/6/7/8 will be in the hall term two
- 

As well as pressure on space in school the building has also put pressure on ASFC. As a result of the building work they have been unable to take some enrolments because of their reduced working space. We are hoping that the work will be completed by the start of term three 2020.

## Staff

We are fully staffed and have enjoyed relative stability over the last few years. Teachers who leave the school tend to be going to promotions, or younger staff doing their O.E. We have always been able to fill vacancies with quality staff. Like most other schools we have struggled at times to cover classes when teachers are sick but in general our pool of relief teachers is able to meet our sickness, CRT, and PD requirements.

## Board

We have an outstanding board, all parents, who have a great grasp of the differing roles of governance and management. Our board operates on an eighteen - month cycle. This works very well for us as it means we always have experienced members for each cycle. Community interest in the board is always high and membership of the board is always as a result of an election.

## **PTNi**

We have a vibrant and active P.T.N.i. Over the years this group has worked tirelessly to raise money for the students and teachers of our school. The group has decided that going forward they want to be seen as a community relationship organisation that focuses on well – being togetherness (Hauora) and not just a fundraising body.

## **Website**

A decision was made last year that we would re – boot our website. We are working with Brandon Stewart (WebKit) to achieve this is. WebKit aims to bring value to Adventure School by getting to the heart of what the school needs from a Teacher, Student and Board perspective. This is a collaborative project and working together is important. One collaborative action will be workshops with the ‘Customer Experience Deck’ tool used to get to the bottom of what people want from the website.

Core objectives of the website:

- Well thought out visual design that reflects the school culture and values (included photography will play a part in this).
- Replace (and remove) the “Skoolbag Communication Centre” with functionality on the school website. This in turn is to prevent double handling of information.
- A conscious effort will be made to automate as many tasks as possible (e.g. events calendar input, e-forms for payments and absenteeism).
- Work hard to get a “notifications system” to communicate with parents etc. that works inside budget. The current understanding is to send out ‘Syndicate’ and ‘Sports’ notices.
- Workshop with a small group of students during the ‘Discovery’ phase to understand what they want from the website.

## **Kiwi Sport**

Our Kiwi Sport grant is \$6670. This money is used to support a variety of school – wide sporting activities. Swimming, Volleyball and Kiorahi (Kelly Sport) are examples of these programmes.

## **Vision For 2020 – 2021**

In order for our children to be successful in their world, they will require skills and competencies that prepare them for this environment, a certainly more complex one than that faced by any previous generation. At Adventure School we recognised the need to change something in the way we introduce children to learning. The most visible change has been the introduction of Play Based Learning in our Junior School.

There has been much research on the increasing importance of soft skills in the workplace; skills such as Resilience, Collaboration, Communication, Critical Thinking and Creativity and it confronts the traditional notions of good learning meaning that we start drilling them as soon as they turn 5

Neuro – Science and our own observations tell us that a great many children are not ready for formalised learning at 5. What we are trying to do, is to apply the mechanisms that remove anxiety and increase that sense of excitement and engagement in learning. At the most fundamental level, through the play based approach we have found that our children are learning to share, take turns and work happily in groups, children who were isolated, shy and slow to become involved are joining in more readily, there is a growing sense of self – worth and we

know this has a huge impact on well – being and success as our students get older . We perceive that our children are certainly happy and less anxious and they are gaining a sense of efficacy through the development of soft skills

We are recognising the fact that in today's workplace environment the E.Q. quotient is every bit as important as the I.Q. The vision for young people, who will be confident, connected, actively involved, and lifelong learners.

So qualifications and credentials are still important – and formal instruction has not left the building indeed national education priorities still focus on success in numeracy and literacy - but the pathway is different the development of soft skill acquisition and at a young age, is critical factor in fostering a successful, dynamic, workforce.