

ADVENTURE SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

Ministry Number: 01195
Principal: John Wootton
School Address: Longitude Place, Whitby, Porirua
School Postal Address: Longitude Place, Whitby, Porirua
School Phone: 04 2347220
School Email: 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
Alicia McKay	Parent Rep.	Elected November 2020	Author
Emma Gibbins	Parent Rep.	Elected November 2020	HR Director
Mark Frew	Chairperson	Elected November 2020	Strategy & Performance Manager
Emily Hunt	Parent Rep.	Elected June 2019	Music Therapist

Accountant / Service Provider:

Roger Pedersen	Accountant	Appointec	1997	Taxation Agent
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ADVENTURE SCHOOL

Annual Report - For the year ended 31 December 2020

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Adventure 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.

MARK Frew

Full Name of Board Chairperson

M. Frew

Signature of Board Chairperson

6.5.2021

Date:

William John Whotton

Full Name of Principal

W. Whotton

Signature of Principal

6.5.2021

Date:

Adventure School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
Revenue				
Government Grants	2	3,645,374	3,306,378	3,312,528
Locally Raised Funds	3	206,254	140,500	205,246
Interest Earned		8,303	8,600	12,101
Gain on Sale of Property, Plant and Equipment		-	-	-
Other Revenue		-	-	1,880
		<u>3,859,931</u>	<u>3,455,478</u>	<u>3,531,755</u>
Expenses				
Locally Raised Funds	3	103,630	31,000	83,448
Learning Resources	4	2,716,672	2,439,870	2,429,946
Administration	5	139,803	150,352	193,873
Finance		-	-	3,896
Property	6	733,011	745,360	702,916
Depreciation	7	71,583	85,750	70,420
Loss on Disposal of Property, Plant and Equipment		1,358	-	3,083
		<u>3,766,057</u>	<u>3,452,332</u>	<u>3,487,582</u>
Net Surplus / (Deficit) for the year		<u>93,874</u>	<u>3,146</u>	<u>44,173</u>
Total Comprehensive Revenue and Expense for the Year		<u><u>93,874</u></u>	<u><u>3,146</u></u>	<u><u>44,173</u></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.

Adventure School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2020

	Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
Balance at 1 January	607,774	152,246	563,601
Total comprehensive revenue and expense for the year	93,874	3,146	44,173
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	20,750	20,000	-
Equity at 31 December	722,398	175,392	607,774
Retained Earnings	722,398	175,392	607,774
Equity at 31 December	722,398	175,392	607,774

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.

	2020 Actual \$	2020 Budget \$	2019 Actual \$
Reserves			
Opening Balance	(14,103)	(14,103)	(8,416)
McCarthy Trust	4,000	4,000	-
Library Books	(3,071)	(4,000)	(5,687)
Closing Balance	(13,174)	(14,103)	(14,103)

Adventure School

Statement of Financial Position

As at 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	123,789	123,878	375,166
GST Receivable		25,320	16,640	(12,086)
Accounts Receivable	9	293,566	2,900	152,173
Prepayments		20,276	10,000	16,294
Inventories	10	8,219	10,600	10,588
Investments	11	233,976	147,000	227,578
		<u>705,146</u>	<u>311,018</u>	<u>769,713</u>
Current Liabilities				
Accounts Payable	13	215,401	218,000	171,751
Revenue Received in Advance	14	388	10,000	20,948
Provision for Cyclical Maintenance	15	81,000	40,000	-
Painting Contract Liability - Current Portion	16	17,352	17,000	17,182
Finance Lease Liability - Current Portion	17	51,964	41,500	45,937
Funds held for Capital Works Projects	18	49,725	-	217,493
		<u>415,830</u>	<u>326,500</u>	<u>473,311</u>
Working Capital Surplus/(Deficit)		289,316	(15,482)	296,402
Non-current Assets				
Investments	11	-	-	-
Property, Plant and Equipment	12	492,044	326,074	449,173
		<u>492,044</u>	<u>326,074</u>	<u>449,173</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	11,000	80,000	80,000
Painting Contract Liability	16	-	17,000	17,053
Finance Lease Liability	17	47,962	38,200	40,748
		<u>58,962</u>	<u>135,200</u>	<u>137,801</u>
Net Assets		<u>722,398</u>	<u>175,392</u>	<u>607,774</u>
Equity	23	<u>722,398</u>	<u>175,392</u>	<u>607,774</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 2020

		2020	2020	2019
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		807,976	828,215	683,620
Locally Raised Funds		80,076	148,500	225,491
Goods and Services Tax (net)		(37,406)	(16,640)	28,814
Payments to Employees		(420,944)	(87,291)	(337,624)
Payments to Suppliers		(417,429)	(331,482)	(413,223)
Interest Paid		-	-	(3,896)
Interest Received		9,219	7,700	12,107
Net cash from the Operating Activities		21,492	549,002	195,289
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		1,565	-	-
Purchase of PPE (and Intangibles)		(87,580)	(276,155)	(49,122)
Purchase of Investments		(6,398)	(147,000)	(6,681)
Proceeds from Sale of Investments		-	-	-
Net cash to the Investing Activities		(92,413)	(423,155)	(55,803)
Cash flows from Financing Activities				
Furniture and Equipment Grant		20,750	20,000	-
Finance Lease Payments		(16,555)	(55,969)	(16,935)
Painting contract payments		(16,883)	34,000	(16,614)
Loans Received/ Repayment of Loans		-	-	-
Funds Held for Capital Works Projects		(167,768)	-	217,493
Net cash from Financing Activities		(180,456)	(1,969)	183,944
Net increase/(decrease) in cash and cash equivalents		(251,377)	123,878	323,430
Cash and cash equivalents at the beginning of the year	8	375,166	-	51,736
Cash and cash equivalents at the end of the year	8	123,789	123,878	375,166

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 2020

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 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 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.

Cyclical maintenance

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the leased 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 lease 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 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

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.

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 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.

k) Property, Plant and Equipment

Land and buildings owned by the are excluded from these financial statements. The Board's use of the land and buildings

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

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.

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 – 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.

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.

q) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

r) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of school control. These amounts are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

s) 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).

t) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are categorised as "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

u) Borrowings

Borrowings on normal commercial terms are initially recognised as the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the School has an unconditional right to defer settlement of the liability for at least 12 months after the balance date.

Borrowings include but are not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

v) 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.

w) Budget Figures

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

x) 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	686,121	585,552	579,689
Teachers' salaries grants	2,258,241	2,080,409	2,100,132
Use of Land and Buildings grants	579,157	550,000	552,949
Resource teachers learning and behaviour grants	-	83,647	65,091
Other MoE Grants	115,002	-	7,839
Kiwi Sports Grant	6,853	6,770	6,828
	<u>3,645,374</u>	<u>3,306,378</u>	<u>3,312,528</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	81,795	71,000	92,128
Fundraising	21,648	-	3,971
Bequests & Grants	14,350	4,000	-
Trading	38,809	34,500	54,631
Activities	49,652	31,000	54,516
	<u>206,254</u>	<u>140,500</u>	<u>205,246</u>
Expenses			
Activities	58,475	31,000	53,835
Trading	25,411	-	20,821
Fundraising costs	19,744	-	2,349
Other Locally Raised Funds Expenditure	-	-	6,443
	<u>103,630</u>	<u>31,000</u>	<u>83,448</u>
<i>Surplus for the year Locally raised funds</i>	<u>102,624</u>	<u>109,500</u>	<u>121,798</u>

4. Learning Resources

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Curricular	72,522	79,440	70,194
Equipment repairs	3,082	600	1,241
Information and communication technology	6,614	10,000	7,548
Library resources	1,630	6,130	1,370
Employee benefits - salaries	2,618,735	2,308,700	2,319,587
Staff development	14,089	35,000	30,006
	<u>2,716,672</u>	<u>2,439,870</u>	<u>2,429,946</u>

5. Administration

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Audit Fee	5,744	5,846	5,913
Board of Trustees Fees	4,380	4,600	4,305
Board of Trustees Expenses	12,656	12,806	12,777
Communication	2,979	3,500	3,405
Consumables	17,741	12,450	10,000
Operating Lease	6,512	18,800	9,654
Legal Fees	-	300	-
Other	12,515	14,850	14,993
Employee Benefits - Salaries	60,782	59,000	114,733
Insurance	7,111	7,200	7,293
Service Providers, Contractors and Consultancy	9,383	11,000	10,800
	<u>139,803</u>	<u>150,352</u>	<u>193,873</u>

6. Property

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Caretaking and Cleaning Consumables	3,310	2,500	2,606
Consultancy and Contract Services	86,130	95,960	80,471
Cyclical Maintenance Expense	12,000	4,000	15,500
Grounds	4,018	5,400	3,795
Heat, Light and Water	20,711	26,000	20,337
Rates	3,067	4,500	4,062
Repairs and Maintenance	18,716	43,500	18,750
Use of Land and Buildings	579,157	550,000	552,949
Security	5,902	13,500	4,446
	<u>733,011</u>	<u>745,360</u>	<u>702,916</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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Buildings	9,804	9,300	9,829
Furniture and Equipment	22,441	23,050	21,699
Information and Communication Technology	25,584	39,000	24,345
Leased Assets	11,488	11,900	11,896
Library Resources	2,266	2,500	2,651
	<u>71,583</u>	<u>85,750</u>	<u>70,420</u>

8. Cash and Cash Equivalents

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	18	150	188
Bank Current Account	114,547	-	54,699
Bank Call Account	1,836	1,200	1,003
Short-term Bank Deposits	5,000	119,528	311,185
Workshop Account	2,388	3,000	8,091
Cash equivalents and bank overdraft for Cash Flow Statement	123,789	123,878	375,166

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

Of the \$123,789 Cash and Cash Equivalents, \$109,043 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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	106,557	2,000	939
Receivables from the Ministry of Education	-	-	-
Provision for Uncollectibility	-	-	-
Interest Receivable	392	900	1,308
Teacher Salaries Grant Receivable	186,617	-	149,926
	293,566	2,900	152,173
Receivables from Exchange Transactions	106,949	2,900	2,247
Receivables from Non-Exchange Transactions	186,617	-	149,926
	293,566	2,900	152,173

10. Inventories

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	712	600	562
School Uniforms	7,507	10,000	10,026
	8,219	10,600	10,588

11. Investments

The School's investment activities are classified as follows:

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits over 3 months and under 1 year	233,976	147,000	227,578

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2020						
Grounds	70,706	9,455	(10,612)	8,392	(6,691)	71,250
Buildings	118,342				(3,114)	115,228
Furniture and Equipment	82,545	44,857	(7,755)	7,391	(22,441)	104,597
Information and Communication	68,427	30,199	(4,712)	4,712	(25,584)	73,042
Leased Assets	98,497	29,795			(11,488)	116,804
Library Resources	10,656	3,071	(937)	598	(2,265)	11,123
Balance at 31 December 2020	449,173	117,377	(24,016)	21,093	(71,583)	492,044

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2020			
Grounds	149,830	(78,580)	71,250
Buildings	176,254	(61,026)	115,228
Furniture and Equipment	374,680	(270,083)	104,597
Information and Communication	308,458	(235,416)	73,042
Leased Assets	177,366	(60,562)	116,804
Library Resources	46,305	(35,182)	11,123
Balance at 31 December 2020	1,232,893	(740,849)	492,044

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2019						
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	(4,343)	4,039	(21,698)	82,545
Information and Communication	58,852	35,293	(22,694)	21,320	(24,344)	68,427
Leased Assets	76,835	33,559	-	-	(11,897)	98,497
Library Resources	12,686	2,026	(5,980)	4,575	(2,651)	10,656
Balance at 31 December 2019	439,996	82,679	(33,017)	29,934	(70,419)	449,173

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2019			
Land	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 Technology	282,971	(214,544)	68,427
Leased Assets	147,570	(49,073)	98,497
Library Resources	44,171	(33,515)	10,656
Balance at 31 December 2019	1,139,530	(690,357)	449,173

13. Accounts Payable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operating creditors	27,223	18,000	20,596
Employee Entitlements - salaries	188,178	200,000	151,155
Employee Entitlements - leave accrual	-	-	-
	<u>215,401</u>	<u>218,000</u>	<u>171,751</u>
Payables for Exchange Transactions	215,401	218,000	171,751
	<u>215,401</u>	<u>218,000</u>	<u>171,751</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Other	388	10,000	20,948
	<u>388</u>	<u>10,000</u>	<u>20,948</u>

15. Provision for Cyclical Maintenance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Provision at the Start of the Year	80,000	80,000	72,000
Increase to the Provision During the Year	12,000	4,000	15,500
Use of the Provision During the Year	-	(35,000)	(7,500)
Provision at the End of the Year	<u>92,000</u>	<u>49,000</u>	<u>80,000</u>
Cyclical Maintenance - Current	81,000	40,000	-
Cyclical Maintenance - Term	11,000	80,000	80,000
	<u>92,000</u>	<u>120,000</u>	<u>80,000</u>

16. Painting Contract Liability

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Liability	17,352	17,000	17,182
Non Current Liability	-	17,000	17,053
	<u>17,352</u>	<u>34,000</u>	<u>34,235</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 2020. 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:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
No Later than One Year	51,964	-	45,937
Later than One Year and no Later than Five Years	47,962	-	40,748
	<u>99,926</u>	<u>-</u>	<u>86,685</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 Contribution/ (Write-off to R&M)	Closing Balances \$
Rimu Building Upgrade	<i>in progress</i>	108,828	721,166	(889,312)	-	(59,318)
Special Needs Project	<i>in progress</i>	100,665	428,486	(420,108)	-	109,043
I/s Project	<i>completed</i>	8,000	517	(8,517)	-	-
Kowhai Heaters	<i>completed</i>	-	7,450	(7,450)	-	-
Nikau Roof	<i>completed</i>	-	122,488	(122,778)	290	-
Carpark	<i>completed</i>	-	89,675	(99,130)	9,455	-
Hall sewer/alarm	<i>completed</i>	-	9,388	(9,388)	-	-
Totals		<u>217,493</u>	<u>1,379,170</u>	<u>(1,556,683)</u>	<u>9,745</u>	<u>49,725</u>

Represented by:

Funds Held on Behalf of the Ministry of Education

49,725

49,725

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT	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>

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	4,380	3,260
Full-time equivalent members	0.18	0.20
<i>Leadership Team</i>		
Remuneration	365,199	346,280
Full-time equivalent members	3	3
Total key management personnel remuneration	369,579	349,540
Total full-time equivalent personnel	3.18	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:

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150 - 160	140 - 150
Other Benefits	4 - 5	3 - 4

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

	Remuneration \$000	2020 FTE Number	2019 FTE Number
Total	100 - 110	2.00	1.00
Number of People		2.00	1.00

21. 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 Novopay.

22. Commitments

(a) Capital Commitments

As at 31 December 2020 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, a further funding of \$636,077 for "Special Needs" building requirements, plus \$89,675 for Car Park, of which \$1,288,485 has been received to date.

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

(b) Operating Commitments

As at 31 December 2020 the Board has a commitment for cyclical maintenance as set out in the 10 year property programme:

	2020 Actual \$	2019 Actual \$
No later than One Year	81,000	-
Later than Five Years	11,000	80,000
	<u>92,000</u>	<u>80,000</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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash and Cash Equivalents	123,789	123,878	375,166
Receivables	293,566	2,900	152,173
Investments - Term Deposits	233,976	147,000	227,578
Total Loans and Receivables	<u>651,331</u>	<u>273,778</u>	<u>754,917</u>

Financial liabilities measured at amortised cost

Payables	215,401	218,000	171,751
Finance Leases	99,926	79,700	86,685
Painting Contract Liability	17,352	34,000	34,235
Total Financial Liabilities Measured at Amortised Cost	<u>332,679</u>	<u>331,700</u>	<u>292,671</u>

25. Events After Balance Date

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

26. Comparatives

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



Strategic Aim

Adventure School's strategy is defined by the **"Adventure Way."** This is an overarching approach by which we develop and sustain the self-efficacy of our students. Our purpose is to engage our tamariki in lifelong learning by empowering them to be curious, creative, collaborative, self directed and self aware.

Neurodiverse students

In order to sustain the ethics of "The Adventure Way" and be more emphatic around inclusion, we are growing the capability of our teachers to plan targeted programmes for our neurodiverse students. The current reliance on the total support of SENCO's and TA's working with ORS funded students is not sustainable. It is also not in the best interests of our students or teachers.

The lack of funding and support for the increasing number of neurodiverse students entering the school system is an on-going frustration.

Overview

The data tables give an overview of the range of outcomes for all students by year level in the junior and senior schools as well as that for our Maori and Pasifika learners.

2020 Summary

2020 was historic and cannot be compared to any other year. Covid 19 and lockdown saw the inception of digital learning and thrust us into this digital space for a significant period. We prepared as well as we could for distance learning but would concede it was "learning as we go," for teachers and students.

Re-establishing school culture, focusing on student and staff well-being and monitoring any overt anxiety, was our core business post lockdown and at alert level three. At level three we had a small number of students attending. To what extent lockdown alone has impacted on learning is still unclear. It is obvious, however, that lockdown - along with other factors - will have had an impact.

There were other disruptive factors for Adventure School in 2020. Seven classrooms underwent building upgrades as part of our 10YPP programme. Two ministry funded roll growth classrooms, SPN universal toilets and wheelchair access from the top playground to the top field were added. We had our whole school driveway re-surfaced and 12 new car parks added. These building projects started in December 2019 and wound up in late November 2020. For virtually the whole of 2020 we were without our school hall as it was being used as a very large classroom. As well as classes being in the hall, other classrooms were shifted into syndicate communal spaces - which then could not be used by those syndicates - to accommodate the building programmes. These were less than desirable learning spaces and some students were in these areas for an extended period of time. Half of our playground space was swallowed up by the builders for obvious health and safety reasons. This had particular impact during the winter months when the fields were out of action. The usual building delays - outside of lockdown - was a frustration to the builders and the staff.

We are well aware that the dual disruptions to learning as a result of Covid 19 and the building programmes will have had some impact on student achievement. On a positive note though, the resilience shown by our staff and students was something we can be very proud of. We accepted our situation and just got on with it. It must be stated also, that the relationships between the staff and our builders was always professional but also positively high end.

Student and staff well-being is a huge focus in our school. Senior Management are acutely aware of the multiple pressures and the workload of staff and take all the steps possible to ensure a vibrant happy workplace and a manageable workload.

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

Our BOT plays a hugely supportive role in recognising the importance of culture and well-being. We welcomed three new members in term four to take up the cudgels for the next eighteen months. The Board has been magnificent in its co-construction of strategy, its endorsement of programmes and in the provision of funding for resources or personnel to support learning. This is particularly evident in the recognition of the importance of maintaining a very strong Teacher Aide presence in the school. The T.A. support for the ever increasing numbers of high needs tamariki entering the school system is something we could not do without.

Adventure School continues to be supported by a vibrant and active but shrinking 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.

The stresses of modern life, however, working parents, protection of family time and I suspect the incursion of Covid 19 has seen numbers dwindle has compromised the time and effort that can be committed to fundraising.

YRS 0 - 2 Cohort Achievement - EOY 2020

Year 3 data included with the junior school because the first three years are focussed on, 'Learning to read and Write,' and it is important to track the cumulative effectiveness of teaching across this period.

2020	Percentage of students who have achieved, or exceeded, end of year benchmarks in READING: Year 1: Green Level Year 2: Turquoise Level Year 3: Gold Level		
	As Yr 1s	As Yr 2s	As Yr 3s
Year 1	55%		
Year 2	22%	46%	
Year 3	42%	68%	89%

2020	Percentage of students who have achieved or exceeded end of year benchmarks in WRITING (as outlined in our school-wide rubric)		
	As Yr 1s	As Yr 2s	As Yr 3s
Year 1	65%		
Year 2	Data Not Available*	88%	
Year 3	Data Not Available*	79%	89%

*Before 2020, curriculum levels were collected across the school which did not clearly indicate whether a Year 1 child was on track. In 2020, Year 1 teachers recorded whether students were working towards our 6 months, 12 months or 24 months benchmarks giving a clear indication.

2020	Percentage of students achieving at end of year benchmarks in NUMERACY as determined by strategy stages		
	As Yr 1s	As Yr 2s	As Yr 3s
Year 1	78%		
Year 2	66%	72%	
Year 3	Incomplete data*	76%	81%

*Gaps in 2018 data do not allow an accurate collation of students who achieved the end of year benchmark

YRS 3-8 Cohort Achievement - EOY 2020

2020

PAT: Top 3 Stanines (23% National norm)

NZ Curriculum: Exceeding Expectation by at least 1 yr level

Note: Red % show 2018 beginning of yr test results
Yrs 3,5 & 7 NZ Curriculum levels are not included as it is expected each level will run across 2 years.
EOY Standardised tests were graded against next yr level stanines.

READING ASSESSMENTS

Current Yr	Assessment	As Yr 3s	As Yr 4s	As Yr 5s	As Yr 6s	As Yr 7s	As Yr 8s
Year 3	STAR	11%					
Year 4	STAR	14%	8%				
	Rdg Comp.	-	25%				
	NZ Curriculum	-	1%				
Year 5	STAR	(42%) 24%	23%	11%			
	Rdg Comp.	n/a	40%	4%			
	NZ Curriculum	n/a	5%	n/a			
Year 6	STAR	41%	(32%) 10%	19%	14%		
	Rdg Comp.	-	(23%) 33%	18%	8%		
	NZ Curriculum	n/a	0	n/a	2%		
Year 7	STAR	42%	35%	(51%) 27%	35%	6%	
	Rdg Comp.	-	41%	(33%) 23%	28%	21%	
	NZ Curriculum	-	-	n/a	12%	n/a	
Year 8	STAR	42%	52%	47%	(47%) 41%	48%	20%
	Rdg Comp.	-	61%	45%	(50%) 33%	13%	19%
	NZ Curriculum	-	-	-	25%	-	16%
Year 3	PAT Maths	31%					
Year 4	PAT Maths	18%	22%				
	NZ Curriculum	-	16%				
Year 5	PAT Maths	(23) 23%	17%	11%			
	NZ Curriculum	-	?	n/a			
Year 6	PAT Maths	25%	(27) 21%	31%	34%		
	NZ Curriculum	-	0%	-	8%		
Year 7	PAT Maths	21%	28%	(37) 20%	42%	24%	
	NZ Curriculum	-	-	-	8%	n/a	
Year 8	PAT Maths	35%	42%	39%	(39) 47%	45%	22%
	NZ Curriculum	-	-	-	32%	-	30%

Mathematics

Writing NZ Curric.

Current Yr	As Yr 3s	As Yr 4s	As Yr 5s	As Yr 6s	As Yr 7s	As Yr 8s
Year 3	n/a	-	-	-	-	-
Year 4 (L.3p+)	n/a	0%				
Year 5	-	2%	n/a			
Year 6 (L.4p+)	-	-	n/a	8%		
Year 7	-	-	-	6%	n/a	
Year 8 (L.5p+)	-	-	-	-	n/a	6%

2020
EOY

PAT: Bottom 3 Stanines (23% National norm)

NZ Curriculum: not yet achieving at expected level

Note: Red % show beginning of yr test results

EOY Standardised tests were graded against next yr level stanines.

Current Yr		Assessment	As Yr 3s	As Yr 4s	As Yr 5s	As Yr 6s	As Yr 7s	As Yr 8s
READING ASSESSMENTS	Year 3	STAR	28%					
		NZ Curriculum	9%					
	Year 4	STAR	22%	19%				
		Rdg Comp.	-	11%				
		NZ Curriculum	24%	9%				
	Year 5	STAR	(15%) 17%	13%	16%			
		Rdg Comp.	-	8%	18%			
		NZ Curriculum	14%	17%	24%			
	Year 6	STAR	20%	(16%) 17%	11%	15%		
		Rdg Comp.	-	(15%) 17%	17%	25%		
		NZ Curriculum	-	6%	10%	12%		
	Year 7	STAR	25%	12%	(8%) 8%	10%	17%	
		Rdg Comp.	-	10%	(8%) 21%	18%	23%	
		NZ Curriculum	-	-	8%	7%	9%	
	Year 8	STAR	13%	10%	7%	(3%) 3%	3%	4%
		Rdg Comp.	-	6%	3%	(9%) 12%	4%	11%
		NZ Curriculum	-	-	-	7%	6%	10%
Mathematics	Year 3	PAT Maths	4%					
		NZ Curriculum	19%					
	Year 4	PAT Maths	11%	13%				
		NZ Curriculum	24%	10%				
	Year 5	PAT Maths	(13%) 17%	9%	15%			
		NZ Curriculum	13%	13%	25%			
	Year 6	PAT Maths	31%	(4%) 15%	11%	13%		
		NZ Curriculum	-	12%	9%	15%		
	Year 7	PAT Maths	38%	26%	(6%) 4%	14%	16%	
		NZ Curriculum	-	-	15%	14%	37%	
	Year 8	PAT Maths	20%	8%	5%	(8%) 5%	13%	6%
		NZ Curriculum	-	-	-	6%	20%	12%

Current Year		As Yr 3s	As Yr 4s	As Yr 5s	As Yr 6s	As Yr 7s	As Yr 8s
Writing NZ Curric.	Year 3 (<2b)	11%					
	Year 4 (L2p)	17%	7%				
	Year 5 (<3b)	14%	10%	32%			
	Year 6 (<3p)	-	10%	7%	13%		
	Year 7 (<4b)	-	-	19%	6%	23%	

MAORI STUDENTS (2020 EOY)

Students at risk / total number of Maori students

	READING		WRITING		MATHS	
	In 2019	2020	In 2019	2020	In 2019	2020
YEAR 1		2/ 5 1G + 1B		1/ 5 1G		1/ 5 1G
YEAR 2	4/ 5 1G + 3B	3/ 8 1G + 2B (includes 1 new girl to Adventure)	Data not available*	1/ 8 1G (includes 1 new girl to Adventure)	0/ 5	4/ 8 1G + 3B (includes 1 new girl to Adventure)
YEAR 3	1/5 1B	0/5	1/5 1B	1/5	1/5 1B	1/5 1B
YEAR 4	2/10 1G + 1B	3/11 1G + 2B (includes 1 new boy to Adventure)	1/10 1B	3/11 1G + 2B (includes 1 new girl to Adventure)	2/10 1G + 1B	2/11 1G + 1B (includes 1 new boy to Adventure)
YEAR 5	0/10	2/10 1G + 1B	1/10 1B	2/10 1G + 1B	0/10	5/10 3G + 2B
YEAR 6	1/5 1G	2/6 1G + 1B	1/5 1G	2/6 1G + 1B	1/5 1G	2/6 1G + 1B
YEAR 7	0/9	0/10	1/9 1G	3/10 2G + 1B	1/9 1G	3/10 1G + 2B (includes 1 new boy to Adventure)
YEAR 8	0/8	1/8 1B	3/8 1G + 2B	1/8 1B	2/8 2B	3/8 2G + 1B

PACIFICA STUDENTS (2020 EOY)

Students at risk / total number of Maori students

	READING		WRITING		MATHS	
	In 2019	2020	In 2019	2020	In 2019	2020
YEAR 1		0/ 0		0/ 0		0/ 0
YEAR 2	2/2 2B	2/2 1B	Data not available	0/2 1B	0/2 1B	0/2 1B
YEAR 3	0/2	0/2	0/2	0/2	0/2	1/2 1G
YEAR 4	0/1	0/1	1/1 1G	0/1	0/1	0/1
YEAR 5	1/5 1G	0/6	0/5	1/6 1G	1/5 1G	2/6 2G
YEAR 6	0/1	0/1	0/1	0/1	0/1	0/1
YEAR 7	0/5	0/6	1/5 1G	0/6	0/5	0/6
YEAR 8	0/1	0/1	0/5	1/6	0/5	0/6

YEARS 1-2

READING

Year 1

Support and Progress

- Year 1 teachers were supported to extend their knowledge and skills through regular PD focussed syndicate meetings
- Identified students with the greatest needs (0 Maori / Pasifica) received additional support to build phonics knowledge and phonological awareness to support literacy development (see writing). Two teachers also trialled a structured literacy approach for those most at risk. At the end of the year, all but 4 students demonstrated basic phonemic awareness skills and applied them to decoding. This was set as a priority over a reading level although we are ultimately aiming to achieve both.
- 4 students (0 Maori / Pasifica) had Teacher Aide support for fluency, decoding and / or risk-taking in addition to targeted classroom teaching. 1 achieved Year 1 benchmarks and the other 3 made steady progress. All will continue to be monitored in 2021, one closely.

Year 2

Priority Students: 51 /70 students ➡ 20 girls (1Maori Girl)
➡ 31 boys (4 Maori Boys and 1 Pasifica Boy)

Support and Progress

- Due to the large numbers of students going into Year 2 below expectations in Reading, the junior syndicate began an inquiry into lifting skills and engagement. The focus was on growing teacher knowledge and skills, particularly in phonological awareness. A structured literacy approach was introduced mid-year in Year 2 with the use of decodables to provide practise of word level skills.
- Across the year, 13 children (3 Maori boys) with the greatest need had 1 on 1 or small group lessons outside the classroom. Due to the demands with classes (numbers of students and learning needs), this was instead of explicit teaching in class, rather than a Tier 3 intervention. 7 of these students (1 Maori boy) will be screened for dyslexia in 2021.
- 2 students had tutoring in addition to targeted classroom programmes and 8 Year 2 students had Teacher Aide support (1 Maori girl)
- 22 students are no longer at risk; 16 made accelerated progress (1 Maori girl) and a further 6 are reading just under Year 2 benchmarks with strong skills (1 Maori boy). All remaining students have made steady progress and have stronger skills at word level. Those still at risk will continue with a structured literacy approach in Year 3 and be closely monitored (3 Maori boys, 1 Pasifica boy & 1 Maori girl)).

WRITING

Priority Students:

- Prior to 2020 we gathered end of year curriculum levels in Year 1 which did not give a clear record of students at risk and allow us to identify priority learners efficiently. We now ask teachers to indicate whether students are working on the 6 month, 12 month, or 24 month skills and knowledge as outlined in our writing rubric.
- Year 2 students had targeted classroom programmes through daily writing and the structured literacy programme which included phonics, phonological awareness and dictation.
- 4 Year 2 students were identified as at risk at the end of the year and will be closely monitored in 2021. They will also be taught using a structured literacy approach to build their phonics and phonemic awareness skills; this will increase accuracy and support fluency in recording ideas.
- In year 1, support programmes were in place to develop underpinning skills: 7 students had additional support for phonics, 8 for phonological awareness (1 Maori girl) and 19 for handwriting. Only 4 children did not achieve basic phonemic awareness skills and 15 didn't achieve our Year 1 phonics benchmark. These children will be closely monitored in 2021.

MATHEMATICS

Priority Students: 5 / 70 students ➡ 4 girls 1 boys (0 Maori / Pasifica Girls)
➡ 1 boys (0 Maori / Pasifica Boys)

Support and Progress

- 4 students had additional support with a parent helper in addition to targeted classroom programmes
- 1 student made accelerated progress and achieved Year 2 benchmarks. 4 students progressed towards achieving the benchmarks but still had an uneven profile across the domains.
- 8 students (2 Maori boys) are newly at risk. These children are all in the same class with a highly skilled teacher of maths and these results may indicate the need for assessment support,
- Given the literacy needs, and the relatively strong maths data, Year 1 students did not receive additional support over and above target classroom teaching.

YEARS 3-4

READING

Priority Students: 25 /130 students ➡ 9 girls (1 Maori girl)
➡ 16 boys (2 Maori boys)

Support and Progress

- 19 students had additional support through a Learning Support Tutor or Teacher Aide in addition to targeted classroom programmes. Teacher Aide support for each student occurred for 15 minutes for up to five days across a term. The disruptive year contributed to the need for some students to have continuous support or additional blocks of support across two terms.
- Individual needs were assessed and appropriate learning support approaches aligned accordingly. A number of our Teacher Aides were trained in the Five Plus and Seven Plus approaches to reading.
- 15 students made accelerated progress and are now achieving at the Stage 2 of the Curriculum, as expected (1 Maori boy).
- 10 students did not make accelerated progress but have all made progress within the curriculum level they are working on; all of these students have identified learning differences, predominantly dyslexia.
- These students will continue to have additional support as appropriate, in conjunction with ongoing target teaching in the classroom. Progress will continue to be tracked and monitored.

WRITING

Priority Students: 16 /130 students ➡ 2 girls
➡ 14 boys (2 Maori boys)

Support and Progress

- 8 students had additional support through a Learning Support Tutor or Teacher Aide in addition to targeted classroom programmes. Growing encoding capability was an area of particular challenge and hence the area focused on. This often coincided with the Five Plus and Seven Plus reading programmes.
- 7 students made accelerated progress and are now achieving at the Stage 2 of the Curriculum, as expected.
- 9 students (2 Maori boys) did not make accelerated progress but have all made progress within the curriculum level they are working on; 6 of these students have identified learning differences, predominantly dyslexia
- These students will continue to have additional support as appropriate and as resources allow, in conjunction with target teaching in the classroom. Their progress will continue to be tracked and monitored.

MATHEMATICS

Priority Students: 25/130 students ➡ 13 girls (1 Maori girl / 1 Pacifica girl)
➡ 16 boys (2 Maori boys)

Support and Progress

- 5 students had additional support through a Learning Support Tutor or Teacher Aide in addition to targeted classroom programmes
- 15 students made accelerated progress and are now achieving at the Stage 2 of the Curriculum, as expected (1 Pacifica girl / 1 Maori boy).
- 9 students (1 Maori girl / 1 Maori boy). did not make accelerated progress but have all made progress within the curriculum level they are working on; 3 of these students have an identified learning difference.
- These students will continue to have additional support as resources allow, and as needed, in conjunction with target teaching in the classroom. Their progress will continue to be tracked.

YEARS 5-6

READING

Priority Students: 13/ 134 students ➡ 5 girls (1 Maori girl / 1 Pacifica girl)
➡ 8 boys

Support and Progress

- 9 students had additional support through a Learning Support Tutor or Teacher Aide in addition to targeted classroom programmes. For each of these students, support was for 20 minutes, four days across a term. Some students needed more than one block of support throughout the year.
- Learning support for these students centred predominantly around more complex decoding and phonics.
- 1 student made accelerated progress and is now achieving at the Stage 3 of the Curriculum, as expected. (1 Pacifica girl).
- 9 students did not make accelerated progress but have all made progress within the curriculum level they are working on; 8 of these students have identified learning differences, predominantly dyslexia.
- In conjunction with targeted teaching in the classroom, these students will continue to have additional support as appropriate and as funding allows. Their progress will continue to be tracked and monitored.

WRITING

Priority Students: 15/ 134 students ➡ 5 girls (1 Maori girl)
➡ 10 boys (1 Maori boy)

Support and Progress

- 7 students had additional support through a Learning Support Tutor or Teacher Aide in addition to targeted classroom programmes.
- Support focussed
- 6 students made accelerated progress and are now achieving at the Stage 3 of the Curriculum, as expected. (2 girls / 4 boys)
- 9 students did not make accelerated progress but have all made progress within the curriculum level they are working on; 6 of these students have identified learning differences, predominantly dyslexia.
- Along with targeted classroom teaching, Teacher Aide support will be put in place where appropriate and as resources allow; their needs will continue to be monitored.

MATHEMATICS

Priority Students: 14/ 134 students ➡ 10 girls (2 Maori girls / 1 Pacifica girl)
➡ 4 boys

Support and Progress

- 6 students had additional support through a Learning Support Tutor or Teacher Aide in addition to targeted classroom programmes
- Considered placement saw students with greater needs being placed with the most skilled teacher of maths.
- 4 students made accelerated progress and are now achieving at the Stage 3 of the Curriculum, as expected. (3 girls / 1 boy)
- 10 students did not make accelerated progress but have all made progress within the curriculum level they are working on. Targeted teaching programmes, together with progress will be closely monitored and additional Teacher Aide support put in place as appropriate.

YEARS 7-8

READING

Priority Students: 6/ 86 students ➡ 4 girls (1 Maori girl)
➡ 2 boys (1 Maori boy)

Support and Progress

- 2 students had additional support through a Learning Support Tutor or Teacher Aide in addition to targeted classroom teaching.
- 4 students made accelerated progress and are now achieving at the Stage 4 of the Curriculum, as expected. (1 Maori girl)
- 2 students, (1 girl / 1 Maori boy) did not make accelerated progress but have both made progress within the curriculum level they are working on; both of these students have dyslexia and have also had additional ongoing learning support for a number of years.
- The one girl, now in year 8, will continue to have additional support through a tutor, in conjunction with targeted teaching in the classroom. Progress will continue to be tracked.

WRITING

Priority Students: 18/ 86 students ➡ 8 girls (3 Maori girls + 1 Pacifica girl)
➡ 10 boys (2 Maori boys)

Support and Progress

- 9 students made accelerated progress and are now achieving at the Stage 4 of the Curriculum, as expected. (4 girls - 1 Pacifica girl / 4 boys)
- 9 students did not make accelerated progress but have all made progress within the curriculum level they are working on; 6 of these students have identified learning differences, predominantly dyslexia.
- Along with targeted classroom teaching, Teacher Aide support will be put in place where appropriate and their needs will continue to be monitored.

MATHEMATICS

Priority Students: 14/ 86 students ➡ 10 girls (2 Maori girls / 1 Pacifica girl)
➡ 4 boys

Support and Progress

- 1 student had additional support through a Learning Support Tutor in addition to small group targeted teaching.
- Classes were streamed for maths, enabling teacher strengths to be utilised and a smaller class size for children with the greatest need.
- 4 students made accelerated progress and are now achieving at the Stage 3 of the Curriculum, as expected (3 girls / 1 boy).
- 10 students did not make accelerated progress but have all made progress within the curriculum level they are working at. Targeted teaching programmes, together with progress will be closely monitored and additional Teacher Aide support put in place as appropriate.

Next Steps in Literacy for Priority Learners in Years 0 - 3

LITERACY

Across the school, the area of greatest concern is reading achievement in the junior school, particularly in Year 1. Therefore this is a key focus area for 2021 and will build on the junior school inquiry started last year: 'What can we, the Kowhai Team, do differently to increase achievement and engagement in literacy?'
Overseeing this inquiry is a top priority for our AP.

Background Information from 2020

- The aim in 2020 was to build teachers' awareness of their own underpinning beliefs and skills, and extend professional knowledge.
- Junior teachers identified potential areas of impact on achievement in reading
 - not responding early enough to a lack of progress
 - poor underpinning skills at school entry e.g. phonological awareness, fine motor

- inconsistent approaches and tracking
- the challenge of finding the balance between teaching through play and explicit teaching' particularly for children with high social/ emotional needs
- the no homework policy
- Areas for professional development were prioritised and workshops provided in
 - phonological awareness
 - phonics (best practice and consistently in approaches)
 - handwriting
- Teachers were introduced to structured literacy and some trialled this more targeted, sequential approach resulting in a strengthening of word level skills for those students (an identified area of weakness)

2021

- A structured literacy approach has been implemented in all junior classrooms with ongoing PD and coaching through weekly planning pods. The support is focussed on:
 - continuing to build knowledge and understanding of the underpinning elements of literacy development and how they connect
 - identifying and responding to individual needs (precision teaching)
 - Introduction of predictable and levelled texts at the right time for each child
- Additional, individual support for teachers will be provided as needs are identified
- A literacy tracker has been developed to support consistent monitoring of progress and development across all areas of literacy and precision teaching.
- As resources allow, a Year 1 intervention programme will be implemented to respond early when targeted classroom programmes are not resulting in progress.
- Year 3 teachers are also implementing a structured literacy approach for at risk readers.
- The Year 3/4 Team leader and Assistant Principal will have PD in working with the hardest to teach and will have ongoing mentoring with outside facilitators. The AP will provide Tier 3 support.
- Parent helpers and teachers aids will provide additional support across all 3 year levels. Both groups will take part in workshops to build the necessary skills.
- Although writing is less of a concern, a structured literacy approach will strengthen surface features and reduce the cognitive load involved in early development of writing skills; this will allow students to have a greater focus on deeper features.
- Through Pod meetings, there will be ongoing monitoring of individual progress and support for meeting needs.

Next Steps in Literacy for Priority Learners in Years 4-8

READING

Background Information from 2020

Most students are working at the expected level for Reading. Of those students still working towards expectation, all but 2 have a diagnosed Specific Learning Difference or significant traits of an SLD. These are our hardest to teach students and thus, hardest to progress. These students need structured and systematic teaching at a pace that builds solid skills and knowledge.

Teacher Aides had training in Five Plus and Seven Plus Reading approaches and were monitored in the implementation of the programmes.

2021

- Teacher Aides will have further professional development in phonological awareness and using in decodables as needed for some children.
- Ongoing support for teachers around the classroom and assessment adaptations to allow SLD student's to fully access the curriculum and express their understanding.
- Support will be provided to individual teachers to grow their skill as the need is identified
- Consistency of approaches will be monitored and further support/ workshops offered as necessary
- Teachers and Teacher Aides will continue to work with outside tutors to align approaches for consistency
- Progress will be tracked and monitored.
- Time will be allocated in syndicate meetings for ongoing discussion. Termly, SENCOs will meet with teams to support the identification of children not making expected progress and planning to meet their needs.

WRITING

Background Information from 2020

Writing is the most challenging curriculum area to assess and therefore monitor. Across the school, all students have a personal Writer's Portfolio which is updated a minimum of twice a year with a typical piece of writing from across the curriculum. A highlighted rubric indicates the student's areas of achievement for surface and deeper features.

This information, along with the ongoing noticing of what the student is achieving in class, is used to form an OTJ. Most students are working at the expected curriculum level. Of the students still at risk, many have a Specific Learning Difference or have similar traits; these are predominantly the same students at risk in reading.

Surface features, particularly spelling, is the greatest challenge for these students.

At the end of the year, there was a significant increase in students considered now at risk in the year 5-6 area.

We need to determine whether this is due to inconsistent assessment or teaching practices.

2021

- Consistency and alignment of OTJs within syndicates will be a key area for focus.
- Support will be given to teachers on how to structure their programmes to target the needs of students with SLDs. We recognise that what is good for SLDs, is also good for other students.
- The students will be closely monitored and a Teacher Aide put in place where targeted classroom teaching is not sufficient.
- Time will be allocated in syndicate meetings for ongoing discussion. Termly, SENCOs will meet with teams to support the identification of children not making expected progress and planning to meet their needs. (Systems are in place for teachers to consider every student's progress and needs prior to these meetings)

Next Steps in Mathematics for Priority Learners Across the School

Increasing teacher capability across the school with an outside facilitator is a major focus

We have two Within School Kahui Ako leaders of maths who will work closely with the facilitator and syndicate leaders.

Key Aims:

Consistency in

- understanding the progression of skills in all strands
- assessment decisions
- understanding of best practice

As a result of the above we would expect to see an increase in skilled formative assessment and the associated ability to respond effectively and efficiently. This would also support the identification of students whose needs are not being met through the classroom programme.

Time is allocated in syndicate meetings for ongoing discussion. Once a term SENCOs will meet with teams to support the identification of children not making expected progress and planning to meet their needs.

(Systems are in place for teachers to consider every student's progress and needs prior to these meetings)

School - Wide Targets for 2021

It is our purpose to progress the learning of all our students in numeracy and literacy.

Targets have traditionally been reflected in numbers and this depersonalised our students and does not sit well with us as a moral ethic. We want to maximise the progress of as many students as possible. This will be achieved through shifts in practice as a result of P.D. in maths (whole school) and literacy (years 1 - 3), more consistency around judgements and high engagement through relationship building.

Our target students will be those who were newly identified at risk at the end of 2020. Through ongoing professional development in Literacy and Mathematics, for teachers and teacher aides, we aim to move as many students as possible into the **'No Longer at Risk'** category. For students who have been at risk for more than a year and have significant learning differences, we will continue to provide targeted programmes with ongoing monitoring. Whilst we are highly skilled at identifying individual needs and planning programmes, a lack of funding and support is a source of ongoing frustration.

"The Adventure Way" will develop the learning dispositions and attributes that foster progress for all students and will continue to sustain our school as a safe place through constructive relationships, positive engagement and kindness."