

HUIA RANGE

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020



School Directory

Ministry Number: 1662
Principal: Robyn Forsyth
School Address: 2 Cole Street, Dannevirke
School Postal Address: 2 Cole Street, Dannevirke
School Phone: 06 374 6444
School Email: office@huiarange.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expired/Expires
Naioma Chase	Chairperson	Re-elected	May 2022
Robyn Forsyth	Principal		
Liz Jackson	Parent Rep	Elected	May 2022
John Tatere	Parent Rep	Elected	May 2022
Lindsey Randall	Staff Rep	Elected	May 2022
Anna Rhodes	Parent Rep	Elected	May 2022

Accountant / Service Provider:

Eclipse Solutions 4 Schools Ltd

HUIA RANGE

Annual Report - For the year ended 31 December 2020

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Huia Range

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.

Elizabeth (Liz) Jackson

Full Name of Board Chairperson



Signature of Board Chairperson

Date:

13 May 2021

Robyn Forsyth

Full Name of Principal



Signature of Principal

Date:

13 May 2021

Huia Range

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	2,502,622	2,340,546	2,284,419
Locally Raised Funds	3	15,847	23,850	72,518
Interest income		962	2,000	1,971
		<u>2,519,431</u>	<u>2,366,396</u>	<u>2,358,908</u>
Expenses				
Locally Raised Funds	3	26,430	34,100	53,176
Learning Resources	4	1,778,270	1,715,359	1,729,554
Administration	5	191,021	194,990	193,419
Finance		1,868	1,035	1,821
Property	6	399,311	369,230	379,926
Depreciation	7	75,192	90,000	86,430
Loss on Disposal of Property, Plant and Equipment		99	-	-
Amortisation of Intangible Assets	12	750	-	125
		<u>2,472,941</u>	<u>2,404,714</u>	<u>2,444,451</u>
Net Surplus / (Deficit) for the Year		46,490	(38,318)	(85,543)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>46,490</u>	<u>(38,318)</u>	<u>(85,543)</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.

Huia Range

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2020

	Notes	Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
Balance at 1 January		761,754	761,754	843,718
Total Comprehensive Revenue and Expense for the Year		46,490	(38,318)	(85,543)
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant		-	-	3,579
Equity at 31 December	23	808,244	723,436	761,754
Retained Earnings		808,244	723,436	761,754
Reserves		-	-	-
Equity at 31 December		808,244	723,436	761,754

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

Huia Range

Statement of Financial Position

As at 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	661,663	368,754	689,600
Accounts Receivable	9	174,519	87,000	86,707
GST Receivable		20,996	8,420	-
Prepayments		13,684	9,000	10,950
Inventories	10	3,327	2,500	3,467
		<u>874,189</u>	<u>475,674</u>	<u>790,724</u>
Current Liabilities				
GST Payable		-	-	19,715
Accounts Payable	13	294,353	105,000	130,301
Revenue Received in Advance	14	4,214	5,000	761
Provision for Cyclical Maintenance	15	108,403	72,488	43,116
Finance Lease Liability - Current Portion	16	11,558	12,000	12,530
Funds Held for Capital Works Projects	17	55,974	-	219,404
		<u>474,502</u>	<u>194,488</u>	<u>425,827</u>
Working Capital Surplus/(Deficit)		399,687	281,186	364,897
Non-current Assets				
Property, Plant and Equipment	11	445,525	480,000	490,731
Intangible Assets	12	2,125	2,000	2,875
		<u>447,650</u>	<u>482,000</u>	<u>493,606</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	27,750	27,750	85,400
Finance Lease Liability	16	11,343	12,000	11,349
		<u>39,093</u>	<u>39,750</u>	<u>96,749</u>
Net Assets		<u><u>808,244</u></u>	<u><u>723,436</u></u>	<u><u>761,754</u></u>
Equity	23	<u><u>808,244</u></u>	<u><u>723,436</u></u>	<u><u>761,754</u></u>

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

Huia Range

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		720,675	330,788	575,841
Locally Raised Funds		19,300	23,850	69,820
Goods and Services Tax (net)		(40,711)	1,976	28,585
Payments to Employees		(371,685)	(340,209)	(388,067)
Payments to Suppliers		(160,117)	(391,662)	(237,201)
Cyclical Maintenance Payments in the Year		-	(47,354)	-
Interest Paid		(1,868)	(1,035)	(1,821)
Interest Received		962	2,000	1,971
Net Cash from/(to) Operating Activities		166,556	(421,646)	49,128
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(19,382)	100,800	(55,830)
Net Cash from/(to) Investing Activities		(19,382)	100,800	(55,830)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	3,579
Finance Lease Payments		(11,681)	-	(13,196)
Funds Held for Capital Works Projects		(163,430)	-	233,758
Net Cash from/(to) Financing Activities		(175,111)	-	224,141
Net increase/(decrease) in Cash and Cash Equivalents		(27,937)	(320,846)	217,439
Cash and Cash Equivalents at the Beginning of the Year	8	689,600	689,600	472,161
Cash and Cash Equivalents at the End of the Year	8	661,663	368,754	689,600

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been excluded.

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

Huia Range

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 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 11.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	50 years
Furniture and equipment	5 - 10 years
Information and communication technology	3 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

j) 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 that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. Its 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.

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

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

Non cash generating assets

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

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

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

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

l) Accounts Payable

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

m) Employee Entitlements*Short-term employee entitlements*

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

n) Revenue Received in Advance

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

o) Provision for Cyclical Maintenance

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

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

p) Financial Instruments

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

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

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

q) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

r) Budget Figures

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

s) Services received in-kind

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

2. Government Grants

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	656,127	599,188	535,791
Teachers' Salaries Grants	1,395,674	1,405,686	1,405,686
Use of Land and Buildings Grants	323,597	287,464	287,464
Resource Teachers Learning and Behaviour Grants	927	500	296
Other MoE Grants	126,297	47,708	55,182
	<u>2,502,622</u>	<u>2,340,546</u>	<u>2,284,419</u>

The school has opted in to the donations scheme for this year. Total amount received was \$45,450.

Other MOE Grants total includes additional COVID-19 funding totalling \$25,388 for the year ended 31 December 2020.

3. Locally Raised Funds

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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations	5,327	4,000	13,362
Activities	2,426	8,850	45,473
Trading	6,026	8,000	7,099
Fundraising	2,068	-	584
Other Revenue	-	3,000	6,000
	<u>15,847</u>	<u>23,850</u>	<u>72,518</u>
Expenses			
Activities	22,161	28,100	46,597
Trading	4,269	6,000	6,524
Fundraising (Costs of Raising Funds)	-	-	55
	<u>26,430</u>	<u>34,100</u>	<u>53,176</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>(10,583)</u>	<u>(10,250)</u>	<u>19,342</u>

4. Learning Resources

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	43,968	70,464	52,525
Equipment Repairs	1,425	2,000	2,652
Information and Communication Technology	4,611	4,000	3,251
Library Resources	675	1,000	730
Employee Benefits - Salaries	1,721,769	1,623,895	1,661,669
Staff Development	5,822	14,000	8,727
	<u>1,778,270</u>	<u>1,715,359</u>	<u>1,729,554</u>

5. Administration

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Audit Fee	5,020	5,020	5,995
Board of Trustees Fees	7,710	9,000	9,760
Board of Trustees Expenses	6,105	13,250	4,877
Communication	4,310	4,100	3,754
Consumables	18,209	16,000	18,234
Other	7,528	10,800	12,234
Employee Benefits - Salaries	128,383	122,000	132,230
Insurance	7,036	8,100	1,305
Service Providers, Contractors and Consultancy	6,720	6,720	5,030
	191,021	194,990	193,419

6. Property

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Caretaking and Cleaning Consumables	6,018	6,800	7,403
Consultancy and Contract Services	5,900	-	-
Cyclical Maintenance Provision	7,637	19,076	15,191
Grounds	14,594	14,300	14,030
Heat, Light and Water	18,752	14,000	17,317
Rates	7,464	8,000	7,623
Repairs and Maintenance	8,370	11,090	21,739
Use of Land and Buildings	323,597	287,464	287,464
Security	6,979	8,500	9,159
	399,311	369,230	379,926

The use of land and buildings figure represents 8% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Depreciation

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Building Improvements - Crown	7,509	7,000	7,509
Furniture and Equipment	25,251	27,000	27,112
Information and Communication Technology	29,570	33,000	31,697
Leased Assets	11,288	20,000	18,384
Library Resources	1,574	3,000	1,728
	75,192	90,000	86,430

8. Cash and Cash Equivalents

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Current Account	22,444	111,754	240,853
Bank Call Account	639,219	257,000	448,747
Cash and cash equivalents for Statement of Cash Flows	<u>661,663</u>	<u>368,754</u>	<u>689,600</u>

Of the \$661,663 Cash and Cash Equivalents, \$59,546 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2021 on Crown owned school buildings under the School's Five Year Property Plan.

9. Accounts Receivable

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables from the Ministry of Education	62,676	-	-
Teacher Salaries Grant Receivable	111,843	87,000	86,707
	<u>174,519</u>	<u>87,000</u>	<u>86,707</u>
Receivables from Exchange Transactions	-	-	-
Receivables from Non-Exchange Transactions	174,519	87,000	86,707
	<u>174,519</u>	<u>87,000</u>	<u>86,707</u>

10. Inventories

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	3,327	2,500	3,467
	<u>3,327</u>	<u>2,500</u>	<u>3,467</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2020	\$	\$	\$	\$	\$	\$
Building Improvements	313,771	-	(1)	-	(7,509)	306,261
Furniture and Equipment	95,154	929	(99)	-	(25,251)	70,733
Information and Communication Technology	47,244	18,015	-	-	(29,570)	35,689
Leased Assets	22,008	10,703	-	-	(11,288)	21,423
Library Resources	12,554	439	-	-	(1,574)	11,419
Balance at 31 December 2020	490,731	30,086	(100)	-	(75,192)	445,525

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2020	\$	\$	\$
Building Improvements	375,464	(69,203)	306,261
Furniture and Equipment	541,193	(470,460)	70,733
Information and Communication Technology	459,539	(423,850)	35,689
Leased Assets	33,728	(12,305)	21,423
Library Resources	47,916	(36,497)	11,419
Balance at 31 December 2020	1,457,840	(1,012,315)	445,525

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Building Improvements	321,280	-	-	-	(7,509)	313,771
Furniture and Equipment	97,695	24,571	-	-	(27,112)	95,154
Information and Communication Technology	51,178	27,763	-	-	(31,697)	47,244
Leased Assets	17,368	23,024	-	-	(18,384)	22,008
Library Resources	13,786	496	-	-	(1,728)	12,554
Balance at 31 December 2019	501,307	75,854	-	-	(86,430)	490,731

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Building Improvements	375,464	(61,693)	313,771
Furniture and Equipment	565,305	(470,151)	95,154
Information and Communication Technology	466,410	(419,166)	47,244
Leased Assets	84,739	(62,731)	22,008
Library Resources	47,477	(34,923)	12,554
Balance at 31 December 2019	1,539,395	(1,048,664)	490,731

12. Intangible Assets

The School's Intangible Assets are made up of acquired computer software.

	Acquired software	Internally generated software	Total \$
Cost			
Balance at 1 January 2019	-	-	-
Additions	3,000	-	3,000
Disposals	-	-	-
Balance at 31 December 2019 / 1 January 2020	3,000	-	3,000
Additions	-	-	-
Disposals	-	-	-
Balance at 31 December 2020	3,000	-	3,000
Accumulated Amortisation and impairment losses			
Balance at 1 January 2019	-	-	-
Amortisation expense	125	-	125
Disposals	-	-	-
Impairment losses	-	-	-
Balance at 31 December 2019 / 1 January 2020	125	-	125
Amortisation expense	750	-	750
Disposals	-	-	-
Impairment losses	-	-	-
Balance at 31 December 2020	875	-	875
Carrying amounts			
At 1 January 2019	-	-	-
At 31 December 2019 / 1 January 2020	2,875	-	2,875
At 31 December 2020	2,125	-	2,125

Restrictions

There are no restrictions over the title of the school's intangible assets, nor are any intangible assets pledged as security for liabilities.

Capital commitments

The amount of contractual commitments for the acquisition of intangible assets is \$nil (2019: \$nil)

13. Accounts Payable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operating Creditors	93,223	12,000	37,250
Accruals	5,020	5,000	4,870
Banking Staffing Overuse	82,065	-	-
Employee Entitlements - Salaries	111,843	87,000	86,707
Employee Entitlements - Leave Accrual	2,202	1,000	1,474
	<u>294,353</u>	<u>105,000</u>	<u>130,301</u>
Payables for Exchange Transactions	294,353	105,000	130,301
	<u>294,353</u>	<u>105,000</u>	<u>130,301</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2020	2020	2019
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Other	4,214	5,000	761
	<u>4,214</u>	<u>5,000</u>	<u>761</u>

15. Provision for Cyclical Maintenance

	2020	2020	2019
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	128,516	128,516	113,325
Increase/ (decrease) to the Provision During the Year	7,637	19,076	15,191
Use of the Provision During the Year	-	(47,354)	-
Provision at the End of the Year	<u>136,153</u>	<u>100,238</u>	<u>128,516</u>
Cyclical Maintenance - Current	108,403	72,488	43,116
Cyclical Maintenance - Term	27,750	27,750	85,400
	<u>136,153</u>	<u>100,238</u>	<u>128,516</u>

16. Finance Lease Liability

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

	2020	2020	2019
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
No Later than One Year	12,105	12,000	12,530
Later than One Year and no Later than Five Years	13,245	12,000	14,131
	<u>25,350</u>	<u>24,000</u>	<u>26,661</u>

17. Funds Held for Capital Works Projects

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

2020		Opening Balances	Receipts from MoE	Payments	BOT Contributions	Closing Balances
		\$	\$	\$	\$	\$
Block 1 Classroom Upgrade & Bathroom	<i>in progress</i>	210,398	191,999	(360,025)	-	42,372
Block C & D Acoustic Ceiling	<i>completed</i>	(20,339)	7,018	13,321	-	-
Demolition Project	<i>in progress</i>	46,800	-	(42,348)	-	4,452
Fencing Project	<i>in progress</i>	-	75,600	(61,483)	-	14,117
Lighting Upgrade	<i>completed</i>	300	200	(500)	-	-
SCF Heat Pump Installation	<i>in progress</i>	-	37,800	(39,195)	-	(1,395)
Sewer Drain Replacement	<i>completed</i>	(17,755)	655	17,100	-	-
SIP Carpark Resurfacing	<i>in progress</i>	-	-	(3,572)	-	(3,572)
Totals		219,404	313,272	(476,702)	-	55,974

Represented by:

Funds Held on Behalf of the Ministry of Education	59,546
Funds Due from the Ministry of Education	3,572
	55,974

2019		Opening Balances	Receipts from MoE	Payments	BOT Contributions	Closing Balances
		\$	\$	\$	\$	\$
Block A Verandah Extension	<i>completed</i>	(5,703)	363	5,340	-	-
Sewer Drain Replacement	<i>in progress</i>	(8,651)	(1,800)	(7,304)	-	(17,755)
Block 1 Classroom & Bathroom	<i>in progress</i>	-	232,878	(22,480)	-	210,398
Block A Electrical & Security	<i>completed</i>	-	62,460	(62,460)	-	-
Block C & D Acoustic Ceiling	<i>in progress</i>	-	86,400	(106,739)	-	(20,339)
Lighting Upgrade	<i>in progress</i>	-	18,000	(17,700)	-	300
Demolition Project	<i>in progress</i>	-	46,800	-	-	46,800
Totals		(14,354)	445,101	(211,343)	-	219,404

18. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the school. The school enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

19. Remuneration

Key management personnel compensation

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

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	7,710	9,760
Full-time equivalent members	0.08	0.15
<i>Leadership Team</i>		
Remuneration	243,366	239,590
Full-time equivalent members	2.00	2.00
Total key management personnel remuneration	251,076	249,350
Total full-time equivalent personnel	2.08	2.15

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

Principal 1

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

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150 - 160	140 - 150
Benefits and Other Emoluments	0	0
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2020 FTE Number	2019 FTE Number
	-	-
	0.00	0.00

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

20. Compensation and Other Benefits Upon Leaving

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

	2020 Actual \$0	2019 Actual \$0
Total	\$0	\$0
Number of People	-	-

21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2020 (Contingent liabilities and assets at 31 December 2019: \$27,402).

There is a contingent asset for repayment from the Ministry of Education for relief teacher funding during 2020. The Ministry have confirmed the cash repayment to be \$16,368. We will record the amount we receive as income in the 2021 financial year.

Holidays Act Compliance – schools payroll

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

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

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

22. Commitments

(a) Capital Commitments

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

- (a) \$472,085 contract for Block 1 Classroom Upgrade and Bathroom project as agent for the Ministry of Education. This project is fully funded by the Ministry and \$424,877 has been received of which \$382,505 has been spent on the project to balance date. This project has been approved by the Ministry; and
- (b) \$52,000 contract for Demolition Project as agent for the Ministry of Education. This project is fully funded by the Ministry and \$46,800 has been received of which \$42,348 has been spent on the project to balance date. This project has been approved by the Ministry; and
- (c) \$84,000 contract for Fencing Project as agent for the Ministry of Education. This project is fully funded by the Ministry and \$75,600 has been received of which \$61,483 has been spent on the project to balance date. This project has been approved by the Ministry; and
- (d) \$42,000 contract for SCF Heat Pump Installation project as agent for the Ministry of Education. This project is fully funded by the Ministry and \$37,800 has been received of which \$39,195 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments at 31 December 2019: \$451,905)

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:

Financial assets measured at amortised cost

	2020	2020	2019
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Cash and Cash Equivalents	661,663	368,754	689,600
Receivables	174,519	87,000	86,707
Total Financial assets measured at amortised cost	<u>836,182</u>	<u>455,754</u>	<u>776,307</u>

Financial liabilities measured at amortised cost

Payables	294,353	105,000	130,301
Finance Leases	22,901	24,000	23,879
Total Financial Liabilities Measured at Amortised Cost	<u>317,254</u>	<u>129,000</u>	<u>154,180</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.

Huia Range

Kiwisport Report

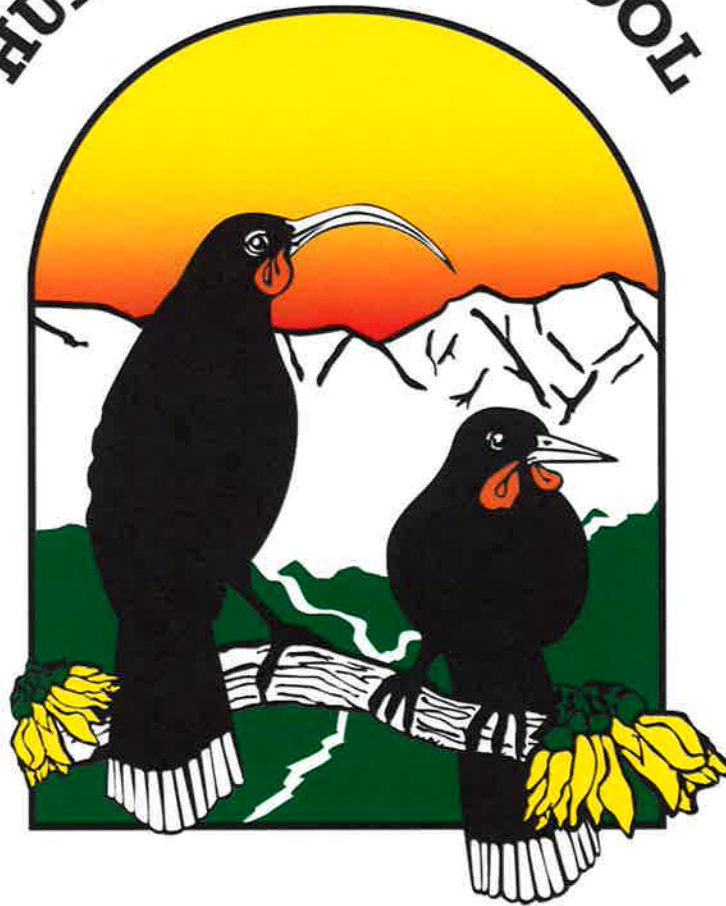
For the year ended 31 December 2020

During the year the Board was the recipient of additional Government funding for specific purposes:

Kiwisport is a Government funded initiative to support students' participation in organised sport. In 2020 the school received total Kiwisport funding of \$4,242 (excluding GST). The funding was put towards a range of sports equipment to resource the school to support and initiate student participation in a variety of sports.

The number of students participating in organised sport continues to be at excellent levels.

HUIA RANGE SCHOOL



Charter 2021

Huia Range School

Charter 2020- 2022



Striving for excellence

Self Awareness (Aroha)

Thinking (Te Hurihuri)

Respect (Whakakoa)

Integrity (Te Ngakaupono)

Values (Tautokonga)

Excellence (Mahina)

To create a learning environment that is positive, respectful and supportive - an environment where students can STRIVE for excellence

National Priorities:

- * Literacy
- * Numeracy
- * Ka Hikitia Strategy
- * Localised Curriculum development and introduction

Huia Range School Priorities:

- * Managing Self
- * Relating to others
- * Participating and Contributing
- * Thinking
- * Using language, symbols and text

At Huia Range School we believe:

- △ each child is an individual and brings their own strengths and experiences to every learning situation.
- △ in educating the whole child.
- △ education comes from a wide range of experiences.
- △ engagement leads to powerful learning.
- △ in learning, the process and product are both important.
- △ reflection is an integral part of learning.
- △ in high expectations and high standards - excellence.
- △ students must have competence in literacy (reading and writing), speaking and numeracy.
- △ a warm, friendly environment where students, staff and parents work together is vital.
- △ in honesty, reliability and respect.

Teaching and learning will emphasise and reflect these beliefs.

Students will be encouraged to value:

- * **Curiosity**, a driving force of learning;
- * **Questioning**, an attitude and skill central to learning and thinking;
- * **Thinking**, an effective thinker uses caring, critical and creative thinking as they interact with each other and the world around them;
- * **Excellence**, by aiming high and by persevering in the face of difficulties;
- * **Diversity**, as found in our different cultures, languages, and heritages;
- * **Equity**, through fairness and social justice;
- * **Community** and participation for the common good;
- * **Ecological sustainability**, which includes care for the environment;
- * **Integrity**, which involves being honest, responsible, accountable and acting ethically;

and to respect themselves, others, human rights and the natural environment in which we live and interact.

Maori dimension. We aim to:

- * encourage and support every student to see themselves as effective learners;
- * raise and assess the achievement of all Maori students;
- * teach Te Reo and Tikanga to all learners
- * cater for Te Ao Maori in today's society;
- * rebuild our kapa haka group;
- * strengthen relationships with all whanau through cultural awareness and appropriate sensitivity.

ICT

Students to use ICT tools effectively over a range of educational contexts. Students use ICT tools to access and provide information and communicate with others.

Ratification of Charter
 Minuted 23 February, 2021
 Board of Trustees Meeting
 2021 targets approved 23 February, 2021
 Submitted to the Ministry of Education by 1st March, 2021

Huia Range School

Strategic Plan 2020 - 2022

Strategic Goals	Strategies 2020	Strategies 2021	Strategies 2022
<p><u>Goal 1a</u> <u>Student Achievement</u></p> <p>To raise student achievement and develop each child's potential with a strong focus on reading, writing and mathematics, through a balanced curriculum and rich learning experiences.</p>	<ul style="list-style-type: none"> *Formalise localised school curriculum. *Formalise reading teaching strategies into the school curriculum document *Undertake staff PLD in the science curriculum 	<ul style="list-style-type: none"> • Implement clear processes for identifying, tracking and reporting the progress of target students • Develop progressions of achievement for consistency of expectation and coherence of learning across the school • Regularly report the achievement and progress of groups of students 	<ul style="list-style-type: none"> • Analyse and refine identifying, tracking and reporting target students. • Review use of progression to ensure planning and teaching/ learning is strongly linked to assessments. • Review reporting of groups of students • Review monitoring procedures of implementation of new practices and systems.
<p><u>Goal 1b</u> <u>Maori Achievement</u></p> <p>Maori students are seen in the school and the community as succeeding as Maori.</p>	<ul style="list-style-type: none"> *Undertake the cultural responsiveness programme through the Kahui Ako 	<ul style="list-style-type: none"> • Develop culturally responsive strategies in all class rooms. 	<ul style="list-style-type: none"> • Review use of culturally responsive practices across the school
<p><u>Goal 2</u> <u>School Culture</u></p> <p>To promote and strengthen the culture, values and expectations based on "STRIVE"</p>	<ul style="list-style-type: none"> *Students know and demonstrate "STRIVE" * Staff investigate and implement caring relationships as promoted by PB4L 	<ul style="list-style-type: none"> • Build relational trust and effective collaboration within the school * Build leadership capabilities 	<ul style="list-style-type: none"> • Review relational trust and effective collaboration • Review leadership capabilities
<p><u>Goal 3</u> <u>Community Engagement</u></p> <p>To strengthen parental, whānau and community partnerships to support student engagement, achievement and welfare</p>	<ul style="list-style-type: none"> *Review with local secondary school /CoL transition to secondary. *Review transition from ECE with ECE and CoL *Investigate and implement effective community consultation 	<ul style="list-style-type: none"> * Undertake strong consultation with: <ul style="list-style-type: none"> - iwi - whanau - students • Begin implementing findings from the consultation 	<p>Consult with:</p> <ul style="list-style-type: none"> - iwi - whanau - students <p>How well has consultation been implemented?</p> <p>Next Steps developed from tis consultation</p>

Huia Range School

Annual Plan 2021

Strategic Goal 1a Student Achievement

To raise student achievement and develop each child's potential with a strong focus on reading, writing and mathematics, through a balanced curriculum and rich learning experiences.

Strategies Implement clear processes for identifying, tracking and reporting the progress of target students

Actions	Who/When/Resources	Outcome/Measure	Variance
Consult with staff and agree what a target student is and how each teacher decides who are the target students in their room	TODay, lead by the Principal	Teachers know what a target student is and how they will choose them.	
Agree as to how, and how often, target students are monitored across the year	TODay, lead by team leaders	Teachers know when and how target students are monitored across the year.	
Discuss and agree as to what accelerated progress is and the strategies and actions required	TODay lead by team leaders	Shared staff understanding of what accelerated progress is and how it will be achieved	
Identify target students, current level and goal to achieve and place on Google shared document	Lead by team leaders, named and shared by end of week 5 Term1.	All classes have named target students, with individual goals set	
Monitoring across the year agreed to	TODay lead by team leaders	Wedge graphs used and discussed 5 times per term, at team level	
Reporting to the Principal	TODay lead by team leaders	Initial levels and year's goals by the end of week 5 term 1. Reports by week 8 each term.	
Reporting to The Board	Analysed and graphed by the Principal	Analysed, graphed and reported at the next Board meeting after week 8 each term.	

Huia Range School

Annual Plan 2021

Strategic Goal 1a Student Achievement

To raise student achievement and develop each child's potential with a strong focus on reading, writing and mathematics, through a balanced curriculum and rich learning experiences.

Strategies

Develop progressions of achievement for consistency of expectation and coherence of learning across the school

Actions	Who/When/Resources	Outcome/Measure	Variance
<p>Continue introduction of PaCT (Progress and Consistency Tool)</p> <p>Identify and consult facilitator around the planned PaCT programme</p> <p>Begin with Maths, then writing and reading:</p> <ul style="list-style-type: none"> - what are the indicators at each level? - how to plan/teach for the next steps - moderating across team - moderating across school - understanding of individual level - understanding of levels below and above to understand where children have come from and where they are going next <p>Teachers enter results of each aspect twice per year. Once by the end of term 2 and once again by the end of term 4.</p>	<p>Lead by the facilitator and Deputy Principal</p> <p>Teacher PLD to continue with 6 full days booked</p> <p>2nd March 1st April 11 May 27 May 24 June</p> <p>Staff meetings booked</p> <p>30 March 25 May</p> <p>Monitored by team leaders and the DP.</p>	<p>Teachers confident using PaCT</p> <p>Teachers have collaborative planning to use in their classroom.</p> <p>Consistent planning across the school</p> <p>Consistent teaching across the school</p> <p>Consistent assessment across the school</p> <p>Consistent overall judgements across the school</p> <p>Reporting to the Principal and Board is consistent and reliable</p>	

Huia Range School Reading Targets, 2021

Strategic Goal

To raise student achievement and develop each child's potential with a strong focus on reading, writing and mathematics, through a balanced curriculum and rich learning experiences.

Strategies Professional Learning for all teachers of reading, specific in-class support provided by the Literacy Team
Undertake Teacher Inquiry based on improving student reading achievement

Annual Goals

1. To increase the number of students achieving at or above by the end of year 2.
2. To increase the number of students achieving at or above by the end of year 4.
3. To increase the number of students achieving at or above by the end of year 6.
4. To increase the number of students achieving at or above by the end of year 7.

Baseline Data at/above 2020

Year 1 2020	All - 66%	Boys - 69%	Girls - 61%	Maori - 58%	Pakeha - 63%
Year 3 2020	All - 78%	Boys - 74%	Girls - 83%	Maori - 74%	Pakeha - 88%
Year 5 2020	All - 71%	Boys - 74%	Girls - 67%	Maori - 58%	Pakeha - 76%
Year 6 2020	All - 54%	Boys - 36%	Girls - 73%	Maori - 54%	Pakeha - 54%

2021 Target 1 Outcome

2021 Target 2 Outcome

2021 Target 3 Outcome

2021 Target 4 Outcome

Huia Range School

Annual Plan 2021

Strategic Goal 1b Maori Achievement

Maori students are seen in the school and the community as succeeding as Maori.

Strategies Develop culturally responsive strategies in all class rooms.

Actions	Who/When/Resources	Outcome/Measure	Variance
Student voice is evident and dominant in all classrooms	Team leaders working with team members and Poutama Pounamu facilitators to develop, implement and monitor strategies. Term 1	Student voice is evident and dominant to visitors to each room and students are able to articulate this aspect	
Strong student engagement in all classrooms	Principal and Deputy Principal working with teams and Poutama Pounamu facilitators to develop, implement and monitor strategies. Term 2	Student engagement is strong and evident to visitors to each room and students are able to articulate this aspect	
Genuine use of te reo in all classrooms	Te reo unit holder to support this development with continued use of te koopu te wiki, school broadcasts, internet resources and leading staff meetings during term 2.	<p>Staff feel confident and well supported to use te reo in their class rooms.</p> <p>Children are learning new relevant words, phrases and sentences.</p> <p>Children are able to articulate and effectively use their te reo learning</p> <p>Visitors hear and observe genuine use in the class room and around the school.</p>	

Huia Range School

Annual Plan 2021

Strategic Goal 2a School Culture To promote and strengthen the culture, values and expectations based on “STRIVE”

Strategies Build relational trust and effective collaboration within the school

Actions	Who/When/Resources	Outcome/Measure	Variance
Consult with Ministry of Education re: PLD available	Principal - end of January	Consultants available	
Contact consultant	Principal mid February	Knowing what is available in terms of support	
Contract with consultant and develop plan	Principal end February	Plan developed and agreed to	
Undertake the agreed plan	Principal and consultant	Agreed plan undertaken	

Huia Range School

Annual Plan 2021

Strategic Goal 2b School Culture To promote and strengthen the culture, values and expectations based on "STRIVE"

Strategies Build leadership capabilities

Actions	Who/When/Resources	Outcome/Measure	Variance
<p>Engage with the consultant in 2a above to follow the agreed plan to support effective development of leadership in terms of communication, listening skills and interactions with all staff.</p>	<p>All senior management staff starting Term1 and continuing across the 2021 school year.</p>	<p>All staff report:</p> <ul style="list-style-type: none"> - they are positively supported. - they are positively listened to - they are working collaboratively - communication is open, honest and helpful - they are treated with integrity and fairly - they feel confident to make suggestions <p>by/with all senior staff</p>	
<p>Middle leaders participate in the Kahui Ako leadership development programme</p>	<p>Middle leaders on dates set</p> <ul style="list-style-type: none"> 25 Feb - 9am - 4pm 6 May - 2-4pm 10 June - 2-4pm 5 Aug - 2-4pm 15 Sept - 2-4pm 11 Nov - 2-4pm 	<p>Middle leaders report being more confident in their overall role</p> <p>Teams are working confidently and effectively</p> <p>When necessary difficult and/or challenging conversations are held that are productive, supportive and have positive outcomes for all involved.</p>	

Huia Range School

Annual Plan 2021

Strategic Goal 3 Community Engagement To strengthen parental, whānau and community partnerships to support student engagement, achievement and welfare

Strategies Undertake strong consultation with, iwi, whanau and students and begin implementing findings from the consultation

Actions	Who/When/Resources	Outcome/Measure	Variance
Add further parent responses to the Rongohia te hau survey	Principal by 1st March	At least 75% of parents have responded to the survey Localised curriculum revised	
Engage with both iwi to determine ideas and directions for the school	Principal by end of term 1	Ngati Kahungunu and Rangitane consulted. Ideas and directions discussed and plans developed Localised curriculum revised	
Review methods undertaken for consultation with the community and develop a plan of consultation for the next 3 years	Board of Trustees to review and develop plan by the end of term 3.	Plan developed for 2022 - 2024	

Huia Range School Goals 2020 Analysis of Variance Reporting

Goal 1a - Student Achievement To raise student achievement and develop each child's potential with a strong focus on reading, writing and mathematics, through a balanced curriculum and rich learning experiences.

Actions (what did we plan to do?)	Actions (What did we actually do?)	Outcomes (what happened?)	Evaluation (where to next?)
<p>Formalise localised school curriculum</p> <p>Consult with the school community about the localised curriculum</p> <p>Review work undertaken in localised curriculum</p> <p>Review how the localised curriculum has been introduced and is being used in individual class rooms</p> <p>Develop a Plan to incorporate the term 3 review to support teachers to continue strong teaching using the localised curriculum</p>	<p>May Due to Covid 19 restrictions no consultation has yet been undertaken.</p> <p>August Consultation through year 7 students being planned. Rongohia Te Hau community consultation begins November 12th.</p> <p>October Localised curriculum to targeted families. Feedback starting to come in. Board consulted August/September Planned meeting with Rangitane iwi on 15th October postponed due to ill health. Planned meeting with Kahungunu iwi still to be confirmed.</p> <p>December Meet with a representative of Rangitane for feedback about the localised curriculum. Agreed to a full 10 lesson programme followed up by a day visit to a local marae for 2 classes. Localised curriculum given to teaching staff and will be discussed at TOD on 1st February.</p>	<p>Year 7 students' parents consulted</p> <p>Staff consulted throughout the process.</p> <p>Board consulted on 3 occasions</p> <p>Rangitane iwi representatives consulted twice</p> <p>Ngaiti Kahungunu not yet consulted</p>	<p>Amend with suggestions from ERO</p> <p>Consult with staff on TOday</p> <p>Consult with all parents</p> <p>Consult with Ngaiti Kahungunu</p> <p>Amend localised curriculum to reflect feedback and feed forward from the above groups.</p> <p>Reintroduce to staff.</p>

Huia Range School Goals 2020 Analysis of Variance Reporting

Actions (what did we plan to do?)	Actions (What did we actually do?)	Outcomes (what happened?)	Evaluation (where to next?)
<p>Formalise reading teaching strategies into the school curriculum document</p> <p>2019 end of year reading data graphed</p> <p>Analyse 2019 end of year reading data</p> <p>Analyse 2019 6 year net dat</p> <p>Develop plan for 2021 that maintains growth made by teachers and students, including teaching strategies formalised into the school curriculum.</p>	<p>May 2019 end of year reading data graphed by principal, and analysed by staff 'teams'. Plan for each 'team' group undertaken. for 2020. 6 year net data graphed by principal and analysed by Junior team and DP. Plans developed for focus in 2020. Alert levels 3/4 have stalled plans. Restart planned mid term 2.</p> <p>August Progress strongly evident in years 0 -3 as seen in target students. Some very good progress in areas of years 4 - 8. Mid year OTJs analysis begun. PACT training due to begin which will further strengthen reading pedagogy with all teachers.</p> <p>September First full staff PACT staff meeting undertaken OTJs presented to the Board Target Students year 0 - 3 presented to the Board New 6 year net training undertaken by 2 junior staff</p> <p>October Applied for and received funding for extra reading programme for term 4, 2020, under the Covid Response Fund. Children targeted are mainly year 1 - 4 who are below expected reading levels and have low attendance and/or low engagement during covid lockdown. Pretesting has been undertaken and Ministry reports are due at the end of week 4 and week 8. Review of how 6 year net testing is undertaken has resulted in a changed system being trialled for the remainder of 2020. the aim being for the classroom teacher to have a better understanding of individual children and overall results. December - reading planning undertaken for 2021. Review and formalise the continuum and expectations for reading teaching and learning, to include:</p> <ol style="list-style-type: none"> a. Continue with the Phonics programme - evaluate consistency in individual classrooms and across year 0 - 4 classrooms. Track the progress of students b. Continue the STEPS programme for identified year 3 and 4 students. c. In each class, set up and maintain a wedge graph to identify movement and identify learning steps. d. Continue with the Early Words Programme - evaluate consistency in individual classrooms and across year 0 - 4 classrooms e. PaCT training to be completed in reading and writing. 	<p>2019 results analysed for end of year OTJs, STAR and 6 year nets.</p> <p>Plans developed in each syndicate to improve on 2019 results.</p> <p>Covid meant that the plans were not strongly followed.</p> <p>Target students were monitored and reported twice per term to the Board.</p> <p>Extra Covid funding supported 12 students across a full term. In-depth early checking showed that all of these students had considerable 'gaps' in their reading knowledge and strategy use and that they were not solid at the levels reported. Considerable progress is evident against the initial checking undertaken.</p>	<p>Analyse the 2020 data and develop a plan for 2021</p> <p>Review and formalise the continuum and expectations for reading teaching and learning, to include:</p> <p>Continue with the phonics programme. Evaluate consistency in individual and across year 0 - 4 class rooms. Track the progress of students.</p> <p>Continue the STEPS programme for identified year 3 and 4 students.</p> <p>Set up and maintain a wedge graph to identify movement and next learning steps.</p> <p>Continue the Early Words Programme - evaluate the consistency in individual class rooms and across year 0 - 4 classrooms.</p> <p>Complete PaCT</p>

Huia Range School Reading Target 1, 2020

Strategic Goal

To raise student achievement and develop each child's potential with a strong focus on reading, writing and mathematics, through a balanced curriculum and rich learning experiences.

Strategies Professional Learning for all teachers of reading, specific in-class support provided by the Literacy Team
Undertake Teacher Inquiry based on improving student reading achievement

Annual Goal

1. To increase the number of students achieving at or above Reading Recovery level 12 in reading at the 1st anniversary of starting school.

Baseline Data

Analysis of the 6 year net data in 2018 indicated that 11% (11% Maori) of children were critical (level 1-5) at Huia Range School.

6 year net - 2018 - 11% of 6 year olds were achieving levels 1 - 5
- 43% of 6 year olds were achieving levels 6 - 11
- 18% of 6 year olds were achieving levels 12 - 14
- 29% of 6 year olds were achieving levels 15 +

11% of Maori 6 year olds were achieving levels 1 - 5
42% of Maori 6 year olds were achieving levels 6 - 11
16% of Maori 6 year olds were achieving levels 12 - 14
32% of Maori of 6 year olds were achieving levels 15+

6 year net - 2019 - 10% of 6 year olds were achieving levels 1 - 5
- 32% of 6 year olds were achieving levels 6 - 11
- 26% of 6 year olds were achieving levels 12 - 14
- 32% of 6 year olds were achieving levels 15 +

0% of Maori 6 year olds were achieving levels 1 - 5
35% of Maori 6 year olds were achieving levels 6 - 11
30% of Maori 6 year olds were achieving levels 12 - 14
35% of Maori of 6 year olds were achieving levels 15+

We have identified that our 5 year olds need to start strongly to ensure they are at the levels required to enter their secondary education at the

2020 Target 1 Outcome

17% of 6 year olds were achieving levels 1 - 5
43% of 6 year olds were achieving levels 6 - 11
13% of 6 year olds were achieving levels 12 - 14
26% of 6 year olds were achieving levels 15 +

21% of Maori 6 year olds were achieving levels 1 - 5
43% of Maori 6 year olds were achieving levels 6 - 11
7 % of Maori 6 year olds were achieving levels 12 - 14
29% of Maori of 6 year olds were achieving levels 15+

20% of boy 6 year olds were achieving levels 1 - 5
40% of boy 6 year olds were achieving levels 6 - 11
13% of boy 6 year olds were achieving levels 12 - 14
27 % of boy 6 year olds were achieving levels 15 +

2020 Target 1

The 2020 students who have turned 6 during the 2020 year.

The target is to have these students achieving at level 12+ by the 1st anniversary of them starting school.

Huia Range School Reading Target 2, 2020

Strategic Goal

To raise student achievement and develop each child's potential with a strong focus on reading, writing and mathematics, through a balanced curriculum and rich learning experiences.

Strategies Professional Learning for all teachers of reading, specific in-class support provided by Literacy Facilitator.
Undertake Teacher Inquiry based on improving student reading achievement

Annual Goal

1. To increase the number of students achieving at or above Reading Recovery level 17 in reading

Baseline Data

Analysis of the end of 2018 data indicated that 0% (0% Maori) of children were critical (level 1-5) at Huia Range School.

2018 - 43% of year 1s were achieving levels 6 - 11
 - 48% of year 1s were achieving levels 12 - 14
 - 10% of year 1s were achieving levels 15 +

45% of Maori year 1s were achieving levels 6 - 11
 45% of Maori year 1s were achieving levels 12 - 14
 10% of Maori year 1s were achieving levels 15+

2019 - 0 % of year 1s were achieving levels. >12
 - 20% of year 1s were achieving levels 13 - 16
 - 80% of year 1s were achieving levels 17 +

0% of Maori year 1s were achieving levels >12
 20% of Maori year 1s were achieving levels 13 - 16
 80% of Maori year 1s were achieving levels 17+

We have identified these students as targets in 2018 and the aim is to monitor their levels to ensure those achieving continue to do so and accelerated progress is made by those just below the expected achievement levels. The children in this cohort will be targeted through their classroom programme with support from the reading team and the reading facilitator.

2020 Cohort data Year 2/3

Level	17+	13 - 16	>12
Year	71%	25%	4%
Boys	62%	38%	0%
Maori	54%	38%	8%

Analysis

4% of all these students are below the level that is expected for their age.

8% of all Maori students are below the level that is expected for their age.

0% of all boys are below the level that is expected for their age.

2019 Target 2

The target is to have these students achieving at level 17+ by the second anniversary of them starting school.

Huia Range School Reading Target 3 2020

Strategic Goal

To raise student achievement and develop each child's potential with a strong focus on reading, writing and mathematics, through a balanced curriculum and rich learning experiences.

Strategies Professional Learning for all teachers of reading, specific in-class support provided by Literacy Facilitator.
Undertake Teacher Inquiry based on improving student reading achievement

Annual Goal

To increase the number of students achieving at or above at or above the Reading Recovery level appropriate to their age.

Baseline Data

December 2018 -11% were reading above their ca
 - 74% were reading at the level of their ca
 - 16% were reading below their ca
 - 0% were reading well below their ca

8% of Maori were reading above their ca
 75% of Maori were reading at the level of their ca
 17% of Maori were reading below their ca
 0% of Maori were reading well below their ca

December 2019 - 31% were reading above their ca
 - 25% were reading at the level of their ca
 - 44% were reading below their ca
 - 0% were reading well below their ca

25% of Maori were reading above their ca
 25% of Maori were reading at the level of their ca
 50% of Maori were reading below their ca
 0% of Maori were reading well below their ca

We have identified continual concerns in our year 3 - 6 cohorts. By strongly monitoring our year 0 - 2 cohorts we are trying to ensure this continual concern is overcome. The children in this cohort will be targeted through their classroom programme with support from the reading team. A strong teaching inquiry, based on reading achievement will be undertaken by the teachers.

Cohort data

	Above	At	Below	Critical
All	28%	34%	33%	5%
Boys	36%	27%	27%	0%
Maori	27%	32%	41%	0%

Analysis

38% of these students are below

27%% of these boys are below the level that is expected for their age.

41% of Maori boys are below the level that is expected for their age.

2020 Target

The 2020 students who have started in term 2, 3 and 4, in 2017.

The target is to have these students achieving at level 23 by the end of the school year.

Huia Range School Goals 2020 Analysis of Variance Reporting

Goal 1a Student Achievement To raise student achievement and develop each child's potential with a strong focus on reading, writing and mathematics, through a balanced curriculum and rich learning experiences.

Actions (what did we plan to do?)	Actions (What did we actually do?)	Outcomes (what happened?)	Evaluation (where to next?)
<p>Undertake staff PLD in the science curriculum</p>	<p>May Lead teacher undertook meeting in late 2019 to begin developing plan for 2020. Lead teacher undertook Ministry 2.5 hour PD session March. Lead teacher undertook observation at DHS to better understand context of the school. All late term 1 and early term 2 PLD cancelled due to Alert levels.</p> <p>June PLD meeting planned for Thursday 25th June 3.30 - 5.00pm</p> <p>August 2 staff attended June PLD. Readings undertaken and first goal set. Question back to staff about their strengths/weaknesses teaching and understanding science.</p> <p>September 1 staff attended PLD on 27th August. Analysed across schools staff feedback. Planned next session</p> <p>October 2 x meetings planned for term 4 - dates currently being set.</p> <p>December Meetings cancelled</p>	<p>A very disruptive year with constant postponements, cancellations and poor turnouts for PLD sessions.</p> <p>Some very good background pedagogy undertaken, in terms of how science can be taught.</p> <p>A survey completed around confidence of teachers to effectively teach hands-on science.</p> <p>Identified that many teachers lack confidence and knowledge in teaching science.</p> <p>Also identified many teachers see book/internet based research as science.</p> <p>Identified teachers need an understanding of 'simple' hands-on science lessons that teach basic science understandings.</p> <p>A full resource ordered, funded and planned to be stored by REAP, for schools to teach science.</p> <p>This does not include science consumables which schools are expected to fund.</p>	<p>Continue attending the kahui ako science PLD.</p> <p>Discuss the need for the PLD to support classroom teachers undertaking successful science lessons.</p> <p>Ensure staff are very aware of the resource bank available and how to access it..</p> <p>Science leader to monitor and analyse science teaching/ learning in class rooms.</p> <p>Evaluate support needed to continue developing science at Huia Range School</p>

Huia Range School Goals 2020 Analysis of Variance Reporting

Goal 1b Maori Achievement Maori students are seen in the school and the community as succeeding as Maori

Actions (what did we plan to do?)	Actions (What did we actually do?)	Outcomes (what happened?)	Evaluation (where to next?)
<p>Undertake the cultural responsiveness programme through the Kahui Ako</p> <p>Meet with Poutama Pounamu facilitators to begin planning for 2020</p> <p>Undertake full TODay with all teaching and teacher aides and follow up staff meeting</p> <p>Undertake the Rongohia te Hau survey (similar to 2018)</p> <p>Analysis of Rongohia te Hau survey is completed.</p> <p>Develop a plan based on the analysis of the Rongohia te Hau survey.</p>	<p>May Planning held December 2019 for TOD February, 2020. Very successful TOD held with all teaching and support staff to build a shared understanding of what is and isn't being culturally responsive. Staff meeting and survey late term 1 cancelled due to alert level 4. Meeting with facilitators early July.</p> <p>August Meeting shifted to 23rd July. Full Rongohia Te Hau discussed and agreed at this meeting for November. Staff meeting date reset.</p> <p>September Meet with facilitator - fully planned for term 4 - survey to parents, students and staff. Walk through dates set for classrooms. Day planned for analysis of survey data and separate date for class findings.</p> <p>October Staff meeting held week 1 term 4. Walk through classrooms explained and planned for mid November. Continuum of learner/teacher practice on which to base observations during walkthroughs. Parent, student and staff surveys due to open and close on 12th November.</p> <p>December Continuum of learner/teacher practice used as teachers self-reflect on their appraisal goal around developing/maintaining a culturally responsive class room Surveys undertaken and will be analysed on Wednesday 16th December. Planning for 2021 will be undertaken based on results</p>	<p>Documentation of a cultural responsiveness continuum as it applies to Huia Range School.</p> <p>Rongohia te hau work throughs undertaken with facilitators and Principal and Deputy Principal.</p> <p>Classroom visits showed a high level of cultural responsiveness in most classrooms.</p> <p>Rongohia te hau surveys attempted with students, staff and whanau. Needs to be redone to get useful results across all groups.</p> <p>Self reflection and principal discussion used with teachers to identify professional growth goals in the area of cultural responsiveness for 2021.</p>	<p>Development and monitoring across the year of culturally responsive professional growth goals for individual teachers.</p> <p>Meet with culturally responsive kahui ako facilitators in early February to develop plans for the 2021 school year, including redoing the Rongohia te hau survey.</p>

Huia Range School Goals 2020 Analysis of Variance Reporting

Goal 2 - School Culture To promote and strengthen the culture, values and expectations based on "STRIVE"

Actions (what did we plan?)	Actions (What did we actually do?)	Outcomes (what happened?)	Evaluation (where to next?)
<p>Staff investigate and implement caring relationships as promoted by PB4L</p> <p>Staff to investigate: How do we grow and nurture caring relationships through living the school vision?</p> <p>How do we grow and nurture caring relationships through high expectations for all of us as learners</p> <p>How do we grow and nurture caring relationships through effective school wide communication?</p> <p>How do we grow and nurture caring relationships through differentiated teaching and learning?</p> <p>How do we grow and nurture caring relationships through involvement in school life?</p> <p>Review undertaken as part of teachers observing and supporting each other and as part of the PB4L walk throughs</p> <p>Review undertaken as part of the appraisal process.</p>	<p>May Undertaken prior to alert level 4: - rechecked/discussed school vision. - what does this vision mean you as a teacher need to consistently do in 2020. - what are the high expectations I hold of myself and my ako? Caring relations clearly established and seen between staff during alert levels 3 and 4. They constantly checked on and supported each other throughout this challenging time. This support has strongly followed on in alert level 2.</p> <p>June This support has continued to strongly followed on in alert level 1.</p> <p>August Staff support strong over the holidays and into term 3. High expectations of all learners planned. Mana Potential /STRIVE work being undertaken fits into this area well. PB4L outside check date agreed for early September</p> <p>September Outside facilitator undertook class walk throughs and meeting with PB4L team on a miserable rainy day in early September. Impressed by the on task student behaviour and positive teacher interactions. 3 morning teas undertaken with staff. TWINKL resource paid for for all teaching staff - lowered stress levels. Keeping staff well informed of developments to lessen stress levels.</p> <p>October Results from independent PB4L walkthrough and meeting with PB4L team gave a 90% result.</p>	<p>Staff worked cooperatively at staff meetings to discuss and document shared understandings of what the PB4L programme mean to us as individuals and as a collective. Due to Covid these meetings ceased.</p> <p>Strong support and interactions were noted during alert levels 1 - 3.</p> <p>During alert levels from 25th March until the end of the year the focus was strongly on our children.</p>	<p>Employment of an outside school facilitator to examine the current culture of the school and develop a plan to rework the culture in the areas identified.</p>

Goal 3 - Community Engagement To strengthen parental, whānau and community partnerships to support student engagement, achievement and welfare

Actions (what did we plan?)	Actions (What did we actually do?)	Outcomes (what happened?)	Evaluation (where to next?)
<p>Review school transition to secondary and ECE transition to school</p> <p>Participate in planned ECE forums across 2020 and follow up on any planned transition changes</p> <p>Continue transition visits with ECE and NE staff</p> <p>Participate in Secondary School transition meetings and follow up on any planned changes</p>	<p>May Due to alert level 4 the planned meeting with the ECE forum was not held. Visits to ECE were held prior to alert level 4, and mid term 2 started well but some children didn't start until term 3. Visits to ECE and school for children starting term 2 were cancelled. DHS transition meeting term 1 cancelled due to alert level 4.</p> <p>June DHS transition meeting held mid June with DP and within school teacher. Focus on literacy, with meeting planned with all year 8 teachers and DHS HOD in term 3.</p> <p>August Term 3 meeting held with identified year 9 ex-pupils. What worked well with the transition, what in their opinion could be improved? Year 7/8 teachers attending a planned English session to look at preparing year 8s more strongly in this area. in this area Continued visits to Early Childhood centres and prestart visits to school dates planned for remainder of 2020. Forum meeting planned 6th August.</p> <p>September Secondary school meeting with year 7/8 teachers and DP to look at English requirements at year 9. Aiming to decrease anxiety in students because of the difference between year 8 requirements and those of high school. Transition meetings planned for ORS student to be followed by any other year 8s requiring extra support.</p> <p>Enrolments to DHS completed and went well with most parents/caregivers completing procedures.</p> <p>October Follow up to enrolments with all parents completing requirements and all year 8 children fully enrolled. Transition visits for ORS student begun - 2 visits undertaken with 2 or 3 more planned this term, dependent on need. A range of visits planned for students deemed needing extra support. ECE transition is working well with cohort entry reducing anxiety levels in students and whanau. After a brief discussion with staff it has been decided that attendance of principal and staff at forum meetings will discontinue.</p> <p>December Transition to DHS for 2021 year 9 students is completed. The target group of children have all undertaken extra visits supported by the school SENCO, ORS teacher aide or SWIS . Year 9 2021 open day undertaken on 1st December, by all students due to attend DHS. Transition visits planned for Friday 4th December and 3rd February for all ECE students starting in the 4th February cohort All of these children have been visited tin their current ECE centre.</p>	<p>Information about new entrants starting from local ECE is very useful and supportive of the children starting,</p> <p>Secondary transition procedures were fully supported by both staff in both schools. The review undertaken in 2020 showed that students transitioning from primary did so more solidly than in previous years.</p> <p>Over the last 4 years DHS has reported that children are progressively more comfortable in their shift to secondary. One notable feature is less children involved in serious behaviour issues in the first 6 weeks.</p>	<p>The NE teacher will continue to visit ECE centres twice per term to ensure a strong transition.</p> <p>Attending the ECE forums will not be undertaken in 2021.</p> <p>The year 8 teachers will continue meeting with DHS staff to ensure transitions continue to occur smoothly.</p>

Huia Range School Goals 2020 Analysis of Variance Reporting

Goal 3 - Community Engagement To strengthen parental, whānau and community partnerships to support student engagement, achievement and welfare

Actions (what did we plan to do?)	Actions (What did we actually do?)	Outcomes (what happened?)	Evaluation (where to next?)
<p>Investigate and implement effective community consultation</p> <p>Research how schools in NZ are successfully consulting with their community.</p> <p>Trial 2 or 3 methods of consulting with the community</p> <p>Review methods undertaken for consultation with the community and develop a plan of consultation for the next 3 years</p>	<p>May Survey questions sent home - February and available at family BBQ evening. Very limited response</p> <p>Read ERO Publications - Building genuine learning partnerships with parents 2018, Partners in Learning: Good Practice 2008 Read NZSTA - Governance support resources, Community consultation Read education.govt.nz - Having a say - statutory consultations about schools read TKI - Community engagement principle</p> <p>August Localised curriculum consultation through year 7 students being planned as a different approach to consultation.</p> <p>September Consultation undertaken with SAF and ERO. Board consultation in process.</p> <p>October Very successful parent afternoon/evening held for students to 'showcase' their term 3 learning. Very positive comments from whanua and many very happy students from the feedback received fro parents. Possibly an opportunity missed to consult with whanau about the localised curriculum. Rongohia te hau survey to parents opens in mid October and closes in mid November.</p> <p>December Board discussion and planning for 2021 community consultation.</p>	<p>Discussion with parents at the BBQ strongly indicated they are not comfortable writing what they think. They would rather have a conversation about their ideas.</p> <p>Year 7 consultation gained some response but also reasonably limited.</p> <p>The Rongohia te hau drew 42 replies - not enough for the number of parents we have.</p> <p>The very successful year 7/8 parent evening was a missed opportunity to gain parent feedback. There were a lot of very positive comments and general feedback especially about how the learning/teaching occurs but it wasn't recorded.</p>	<p>Planned shared whanau lunch across week 2 of term 1.</p> <p>Planned shared picnic/BBQ/movie evening</p> <p>The Rongohia te hau survey will be undertaken with parents on these occasions.</p> <p>A different set of questions will also be available for whanau to complete with parents.</p> <p>Whanau days are planned in terms 2 and 3 in each team and through until evening to allow working and non working parents to participate.</p>

School Operations, Governance and Management

Nag 1 Student Achievement

Key school documents that inform the School Charter relating to curriculum include:

- New Zealand Curriculum Framework
- Teaching as Inquiry
- School Curriculum; intentions to meet requirements of the NEG's, NAG's, National Education Priorities, & National Standards. Curriculum Achievement Action Plans
- Student Assessment schedule
- Student individual achievement folders
- Associated Policies
- Huia Range School Annual Plans

Nag 2 Self Evaluation

Key school documents that inform the School Charter relating to self evaluation include:

- Strategic goals based on strategic, regular and emergent self reviews
- Job Descriptions ∩ Performance Agreements ∩ Staff appraisals & attestation
- Standards of the Teaching Profession
- Professional dialogue sessions
- Teaching as Inquiry
- Accidents & Medical register
- Huia Range School Annual Plans

Nag 3 Personnel

Key school documents that inform the School Charter relating to personnel include:

- Job Descriptions
- Performance Agreements
- Staff Appraisals
- Education Council Practising Teacher Criteria
- Staff Handbook, Parent Handbook
- Staff Professional development Programme
- Roles & Responsibilities Schedule
- Accidents & Medical Register
- Personnel & Curriculum Policies
- Huia Range School School Annual Plans

Nag 4 Finance/Property

Key school documents that inform the School Charter relating to finances include:

- Annual Budget
- 10 Year Property Plan
- 5 Year Property Schedule
- SUE Reports
- Assets Register
- Auditors Reports
- Maintenance Schedule
- Hazard's Register
- Health and Safety Procedures
- School Lockdown & Evacuation Procedures
- Plant & Machinery Practices & Procedures
- Insurance
- Associated Policies & Procedures
- Huia Range School Annual Plans

Nag 5 Health & Safety

Key school documents that inform the School Charter relating to health and safety include:

- Strategic Plan
- Operational Plan
- Hazard's Register
- Maintenance Schedule
- Emergency Plan / Pandemic Plan / Evacuations Procedures/ School Lockdown Procedures
- Student Support Programmes and Procedures
- School Health & Safety Management System
- Vulnerable Children's Act
- Associated Policies
- Huia Range School Annual Plans

The Huia Range School Board have endeavoured to be a fair and good employer in all areas of employment across the full school year.

Charter document agreed on 23rd February, 2021 by Huia Range School Board of Trustees.

Signed Elizabeth Jackson - Chairperson

Signed Robyn Forsyth - Principal

Copy sent to the Ministry of Education via MOE portal 23rd February, 2021



Independent auditor's report

To the readers of Huia Range School's Financial Statements for the year ended 31 December 2020

The Auditor-General is the auditor of Huia Range School (the School). The Auditor-General has appointed me, Maxwell John Dixon, using the staff and resources of PricewaterhouseCoopers, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 19, that comprise the statement of financial position as at 31 December 2020, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2020; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Benefit Entity Standards Reduced Disclosure Regime issued in New Zealand (PBE Standards RDR).

Our audit was completed on 13 May 2021. This is the date at which our opinion is expressed.

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

Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.



Responsibilities of the auditor for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

We communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.



Other information

The Board of Trustees is responsible for the other information. The other information comprises the information included within the Analysis of Variance, the Kiwisport Statement, and the Board of Trustees List which form part of the Annual Report, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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

A handwritten signature in black ink, appearing to read 'M. John Dixon', written in a cursive style.

**Maxwell John Dixon
PricewaterhouseCoopers
On behalf of the Auditor-General
Napier, New Zealand**