

## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF HUIA RANGE SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2021

The Auditor-General is the auditor of Huia Range School (the School). The Auditor-General has appointed me, Linda Gray, using the staff and resources of AuditLink Limited, to carry out the audit of the financial statements of the School on his behalf.

#### Opinion

We have audited the financial statements of the School on pages 2 to 19, that comprise the statement of financial position as at 31 December 2021, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2021; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 30 May 2022. 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 school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

## Other information

The Board is responsible for the other information. The other information obtained at the date of our report is the School Directory, Statement of Responsibility, Analysis of Variance and Kiwisport Statement, 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.



**Linda Gray**  
**AuditLink Limited**

On behalf of the Auditor-General  
Palmerston North, New Zealand

# Huia Range School

## ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021



### 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

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/Expires</b>
Liz Jackson	Presiding Member	Elected	May 2022
	Member	Elected	Mar 2021
Naioma Chase	Presiding Member	Re-elected	Resigned Mar 2021
Robyn Forsyth	Principal ex Officio		
John Tatere	Member	Elected	Resigned Feb 2021
Lindsey Randall	Member of Staff	Elected	May 2022
Matthew Chapman	Member	Elected	May 2022
Lisa Boblea	Member	Elected	May 2022
Jeremy Davies	Member	Elected	May 2022

**Accountant / Service Provider:** Eclipse Solutions 4 Schools Ltd

# Huia Range School

Annual Report - For the year ended 31 December 2021

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### **Other Information**

Kiwisport

Analysis of Variance

# Huia Range School

## Statement of Responsibility

For the year ended 31 December 2021

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

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

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

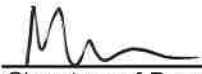
The School's 2021 financial statements are authorised for issue by the Board.

Matthew Chapman

Full Name of Presiding Member

Robyn Forsyth

Full Name of Principal



Signature of Presiding Member



Signature of Principal

30-05-2022

Date:

31-05-2022

Date:

# Huia Range School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Revenue</b>				
Government Grants	2	2,686,338	2,738,126	2,502,622
Locally Raised Funds	3	19,655	17,200	15,847
Interest Income		564	650	962
		<u>2,706,557</u>	<u>2,755,976</u>	<u>2,519,431</u>
<b>Expenses</b>				
Locally Raised Funds	3	8,772	7,200	6,840
Learning Resources	4	1,704,746	1,768,958	1,797,859
Administration	5	468,073	468,873	191,022
Finance		1,603	1,813	1,868
Property	6	335,302	401,153	399,311
Depreciation	10	66,139	85,000	75,192
Loss on Disposal of Property, Plant and Equipment		2,290	-	99
Amortisation of Intangible Assets	11	750	-	750
		<u>2,587,675</u>	<u>2,732,997</u>	<u>2,472,941</u>
<b>Net Surplus / (Deficit) for the Year</b>		118,882	22,979	46,490
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u><u>118,882</u></u>	<u><u>22,979</u></u>	<u><u>46,490</u></u>

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

# Huia Range School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Equity at 1 January</b>		808,244	764,999	761,754
Total Comprehensive Revenue and Expense for the Year		118,882	22,979	46,490
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant		4,773	-	-
<b>Equity at 31 December</b>		931,899	787,978	808,244
Retained Earnings		931,899	787,978	808,244
Reserves		-	-	-
<b>Equity at 31 December</b>		931,899	787,978	808,244

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 School

## Statement of Financial Position

As at 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	860,391	443,463	661,663
Accounts Receivable	8	104,722	90,000	174,519
GST Receivable		13,159	14,690	20,996
Prepayments		17,002	12,000	13,684
Inventories	9	2,042	4,000	3,327
		<u>997,316</u>	<u>564,153</u>	<u>874,189</u>
<b>Current Liabilities</b>				
Accounts Payable	12	149,727	140,000	294,353
Revenue Received in Advance	13	6,006	1,000	4,214
Provision for Cyclical Maintenance	14	149,660	32,375	108,403
Finance Lease Liability	15	9,214	12,000	11,558
Funds Held for Capital Works Projects	16	164,222	-	55,974
		<u>478,829</u>	<u>185,375</u>	<u>474,502</u>
<b>Working Capital Surplus/(Deficit)</b>		518,487	378,778	399,687
<b>Non-current Assets</b>				
Property, Plant and Equipment	10	415,221	420,000	445,525
Intangible Assets	11	1,375	1,200	2,125
		<u>416,596</u>	<u>421,200</u>	<u>447,650</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	-	-	27,750
Finance Lease Liability	15	3,184	12,000	11,343
		<u>3,184</u>	<u>12,000</u>	<u>39,093</u>
<b>Net Assets</b>		<u>931,899</u>	<u>787,978</u>	<u>808,244</u>
<b>Equity</b>		<u>931,899</u>	<u>787,978</u>	<u>808,244</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 School

## Statement of Cash Flows

For the year ended 31 December 2021

	Note	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Cash Flows from Operating Activities</b>				
Government Grants		759,411	1,060,418	720,675
Locally Raised Funds		21,447	13,200	19,300
Goods and Services Tax (net)		7,837	(6,270)	(40,711)
Payments to Employees		(385,182)	(388,095)	(371,685)
Payments to Suppliers		(272,607)	(579,181)	(160,117)
Interest Paid		(1,603)	(1,813)	(1,868)
Interest Received		564	650	962
Net Cash from/(to) Operating Activities		129,867	98,909	166,556
<b>Cash Flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(38,125)	(109,200)	(19,382)
Net Cash from/(to) Investing Activities		(38,125)	(109,200)	(19,382)
<b>Cash Flows from Financing Activities</b>				
Furniture and Equipment Grant		4,773	-	-
Finance Lease Payments		(6,035)	85,000	(11,681)
Funds Administered on Behalf of Third Parties		108,248	-	(163,430)
Net Cash from/(to) Financing Activities		106,986	85,000	(175,111)
<b>Net Increase/(Decrease) in Cash and Cash Equivalents</b>		<b>198,728</b>	<b>74,709</b>	<b>(27,937)</b>
Cash and Cash Equivalents at the Beginning of the Year	7	661,663	368,754	689,600
<b>Cash and Cash Equivalents at the End of the Year</b>	7	<b>860,391</b>	<b>443,463</b>	<b>661,663</b>

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

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

# Huia Range School

## Notes to the Financial Statements

### For the year ended 31 December 2021

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

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

##### b) Basis of Preparation

###### **Reporting Period**

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

###### **Basis of Preparation**

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

###### **Financial Reporting Standards Applied**

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

###### **PBE Accounting Standards Reduced Disclosure Regime**

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

###### **Measurement Base**

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

###### **Presentation Currency**

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

###### **Specific Accounting Policies**

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

###### **Critical Accounting Estimates And Assumptions**

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

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

###### **Cyclical Maintenance**

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

###### **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 10.

### **Critical Judgements in Applying Accounting Policies**

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

#### **Classification of Leases**

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

#### **Recognition of Grants**

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

### **c) Revenue Recognition**

#### **Government Grants**

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

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

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

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

#### **Other Grants**

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

#### **Donations, Gifts and Bequests**

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

#### **Interest Revenue**

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

### **d) Operating Lease Payments**

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

### **e) Finance Lease Payments**

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

### **f) Cash and Cash Equivalents**

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

### **g) Accounts Receivable**

Short-term receivables are recorded at the amount due, less an allowance for credit losses (uncollectable debts). The schools receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectible 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	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.

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) Accounts Payable**

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

### **l) Employee Entitlements**

#### *Short-term Employee Entitlements*

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

#### *Long-term Employee Entitlements*

Employee benefits that are not expected to be settled wholly before twelve months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows.

### **m) Revenue Received in Advance**

Revenue received in advance relates to fees received 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.

**n) Provision for Cyclical Maintenance**

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

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on an up to date 10 Year Property Plan (10YPP) or another appropriate source of evidence.

**o) Financial Instruments**

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

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

**p) Borrowings**

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

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

**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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Operational Grants	657,112	685,201	656,127
Teachers' Salaries Grants	1,372,611	1,395,674	1,395,674
Use of Land & Buildings Grants	259,797	323,597	323,597
Other MoE Grants	386,647	333,654	127,224
Other Government Grants	10,171	-	-
	<u>2,686,338</u>	<u>2,738,126</u>	<u>2,502,622</u>

The school has opted in to the donations scheme for this year. Total amount received was \$44,850.

## 3. Locally Raised Funds

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Revenue</b>			
Donations & Bequests	6,486	5,700	7,912
Fees for Extra Curricular Activities	2,608	1,000	1,826
Trading	6,205	7,500	6,026
Fundraising & Community Grants	221	-	2,068
Other Revenue	4,135	3,000	(1,985)
	<u>19,655</u>	<u>17,200</u>	<u>15,847</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	2,937	1,000	1,643
Trading	5,096	5,000	4,269
Fundraising & Community Grant Costs	739	1,200	928
	<u>8,772</u>	<u>7,200</u>	<u>6,840</u>
<i>Surplus/(Deficit) for the Year Locally Raised Funds</i>	<u>10,883</u>	<u>10,000</u>	<u>9,007</u>

## 4. Learning Resources

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Curricular	70,846	99,639	63,557
Equipment Repairs	-	1,000	1,425
Information & Communication Technology	4,280	3,000	4,611
Library Resources	675	800	675
Employee Benefits - Salaries	1,623,965	1,653,769	1,721,769
Staff Development	4,980	10,750	5,822
	<u>1,704,746</u>	<u>1,768,958</u>	<u>1,797,859</u>

## 5. Administration

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Audit Fee	5,522	5,200	5,020
Board Fees	3,265	9,000	7,710
Board Expenses	10,632	10,750	6,105
Communication	3,923	4,060	4,310
Consumables	16,990	15,500	18,209
Lunch in Schools Expenses	270,662	270,662	-
Other	7,390	10,781	7,528
Employee Benefits - Salaries	135,533	129,000	128,384
Insurance	7,236	7,000	7,036
Service Providers, Contractors & Consultancy	6,920	6,920	6,720
	468,073	468,873	191,022

## 6. Property

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Caretaking and Cleaning Consumables	6,220	5,250	6,019
Consultancy and Contract Services	-	-	5,900
Cyclical Maintenance Provision	13,507	18,720	7,637
Grounds	9,016	9,500	9,648
Heat, Light and Water	17,689	17,000	18,752
Rates	7,815	6,000	7,464
Repairs and Maintenance	13,411	14,086	13,315
Use of Land & Buildings	259,797	323,597	323,597
Security	7,847	7,000	6,979
	335,302	401,153	399,311

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

## 7. Cash and Cash Equivalents

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Bank Accounts	860,391	443,463	661,663
Cash and Cash Equivalents for Statement of Cash Flows	860,391	443,463	661,663

Of the \$860,391 Cash and Cash Equivalents, \$164,222 is held by the School on behalf of the Ministry of Education. These funds have been provided for the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2022 on Crown owned school buildings.



## 8. Accounts Receivable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Receivables from the Ministry of Education	-	-	62,676
Teacher Salaries Grant Receivable	104,722	90,000	111,843
	<u>104,722</u>	<u>90,000</u>	<u>174,519</u>
Receivables from Exchange Transactions	-	-	-
Receivables from Non-Exchange Transactions	104,722	90,000	174,519
	<u>104,722</u>	<u>90,000</u>	<u>174,519</u>

## 9. Inventories

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Stationery	2,042	4,000	3,327
	<u>2,042</u>	<u>4,000</u>	<u>3,327</u>

## 10. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2021</b>						
Buildings	306,261	-	-	-	(7,509)	<b>298,752</b>
Furniture & Equipment	70,733	8,069	(2,289)	-	(22,079)	<b>54,434</b>
Information & Communication Technology	35,689	29,052	-	-	(24,621)	<b>40,120</b>
Leased Assets	21,423	1	-	-	(10,492)	<b>10,932</b>
Library Resources	11,419	1,002	-	-	(1,438)	<b>10,983</b>
<b>Balance at 31 December 2021</b>	<u>445,525</u>	<u>38,124</u>	<u>(2,289)</u>	<u>-</u>	<u>(66,139)</u>	<u><b>415,221</b></u>

The net carrying value of equipment held under a finance lease is \$10,932 (2020: \$21,423)

	2021	2021	2021	2020	2020	2020
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	375,464	(76,712)	298,752	375,464	(69,203)	306,261
Furniture & Equipment	546,151	(491,717)	54,434	541,193	(470,460)	70,733
Information & Communication Technology	488,591	(448,471)	40,120	459,539	(423,850)	35,689
Leased Assets	33,728	(22,796)	10,932	33,728	(12,305)	21,423
Library Resources	48,918	(37,935)	10,983	47,916	(36,497)	11,419
<b>Balance at 31 December</b>	<b>1,492,852</b>	<b>(1,077,631)</b>	<b>415,221</b>	<b>1,457,840</b>	<b>(1,012,315)</b>	<b>445,525</b>

## 11. Intangible Assets

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

	Acquired software	Internally generated software	Total \$
<b>Cost</b>			
Balance at 1 January 2020	3,000	-	3,000
Additions	-	-	-
Disposals	-	-	-
Balance at 31 December 2020 / 1 January 2021	3,000	-	3,000
Additions	-	-	-
Disposals	-	-	-
Balance at 31 December 2021	3,000	-	3,000
<b>Accumulated Amortisation and Impairment Losses</b>			
Balance at 1 January 2020	125	-	125
Amortisation Expense	750	-	750
Disposals	-	-	-
Impairment Losses	-	-	-
Balance at 31 December 2020 / 1 January 2021	875	-	875
Amortisation Expense	750	-	750
Disposals	-	-	-
Impairment Losses	-	-	-
Balance at 31 December 2021	1,625	-	1,625
<b>Carrying amounts</b>			
At 1 January 2020	2,875	-	2,875
At 31 December 2020 / 1 January 2021	2,125	-	2,125
At 31 December 2021	1,375	-	1,375

### 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 (2020: \$nil)

**12. Accounts Payable**

	<b>2021</b>	<b>2021</b>	<b>2020</b>
	<b>Actual</b>	<b>Budget (Unaudited)</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Creditors	33,206	45,000	93,223
Accruals	7,892	5,000	5,020
Banking Staffing Overuse	-	-	82,065
Employee Entitlements - Salaries	104,722	90,000	111,843
Employee Entitlements - Leave Accrual	3,907	-	2,202
	<u>149,727</u>	<u>140,000</u>	<u>294,353</u>
 Payables for Exchange Transactions	 149,727	 140,000	 294,353
	<u>149,727</u>	<u>140,000</u>	<u>294,353</u>

The carrying value of payables approximates their fair value.

**13. Revenue Received in Advance**

	<b>2021</b>	<b>2021</b>	<b>2020</b>
	<b>Actual</b>	<b>Budget (Unaudited)</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Other Revenue in Advance	6,006	1,000	4,214
	<u>6,006</u>	<u>1,000</u>	<u>4,214</u>

**14. Provision for Cyclical Maintenance**

	<b>2021</b>	<b>2021</b>	<b>2020</b>
	<b>Actual</b>	<b>Budget (Unaudited)</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Provision at the Start of the Year	136,153	136,153	128,516
Increase/ (decrease) to the Provision During the Year	13,507	18,720	7,637
Use of the Provision During the Year	-	(122,498)	-
Provision at the End of the Year	<u>149,660</u>	<u>32,375</u>	<u>136,153</u>
 Cyclical Maintenance - Current	 149,660	 32,375	 108,403
Cyclical Maintenance - Term	-	-	27,750
	<u>149,660</u>	<u>32,375</u>	<u>136,153</u>

## 15. Finance Lease Liability

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
No Later than One Year	9,214	14,500	12,105
Later than One Year and No Later than Five Years	3,953	12,000	13,245
Future Finance Charges	(769)	(2,500)	(2,449)
	<u>12,398</u>	<u>24,000</u>	<u>22,901</u>
<b>Represented by</b>			
Finance Lease Liability - Current	9,214	12,000	11,558
Finance Lease Liability - Term	3,184	12,000	11,343
	<u>12,398</u>	<u>24,000</u>	<u>22,901</u>

## 16. 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.

2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Block 1 Classroom Upgrade & Bathroom - 215016	42,372	41,166	(83,538)	-	-
Demolition Project - 213275	4,452	-	(4,452)	-	-
Fencing Project - 218288	14,117	-	(14,117)	-	-
SCF Heat Pump Installation - 221338	(1,395)	2,250	(855)	-	-
SIP Carpark Resurfacing - 222369	(3,572)	69,399	(65,827)	-	-
LSC Office Space - 219736	-	92,382	-	-	92,382
Sip Pole Shed - 228847	-	82,290	(10,450)	-	71,840
<b>Totals</b>	<u>55,974</u>	<u>287,487</u>	<u>(179,239)</u>	<u>-</u>	<u>164,222</u>

### Represented by:

Funds Held on Behalf of the Ministry of Education	164,222
Funds Due from the Ministry of Education	-
	<u>164,222</u>

2020	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Block 1 Classroom Upgrade & Bathroom - 215016	210,398	191,999	(360,025)	-	42,372
Block C & D Acoustic Ceiling - 214186	(20,339)	7,018	13,321	-	-
Demolition Project - 213275	46,800	-	(42,348)	-	4,452
Fencing Project - 218288	-	75,600	(61,483)	-	14,117
Lighting Upgrade - 214182	300	200	(500)	-	-
SCF Heat Pump Installation - 221338	-	37,800	(39,195)	-	(1,395)
Sewer Drain Replacement - 214183	(17,755)	655	17,100	-	-
SIP Carpark Resurfacing - 222369	-	-	(3,572)	-	(3,572)
Totals	<u>219,404</u>	<u>313,272</u>	<u>(476,702)</u>	<u>-</u>	<u>55,974</u>

### 17. 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.

### 18. Remuneration

#### *Key Management Personnel Compensation*

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

	2021 Actual \$	2020 Actual \$
<i>Board Members</i>		
Remuneration	3,265	7,710
<i>Leadership Team</i>		
Remuneration	250,143	243,366
Full-time Equivalent Members	2.00	2.00
Total Key Management Personnel Remuneration	<u>253,408</u>	<u>251,076</u>

There are 5 members of the Board excluding the Principal. The Board had held 10 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

*Principal 1*

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

	<b>2021 Actual \$000</b>	<b>2020 Actual \$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150 - 160	150 - 160
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:

<b>Remuneration \$000</b>	<b>2021 FTE Number</b>	<b>2020 FTE Number</b>
	-	-
	0	0

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

**19. Compensation and Other Benefits Upon Leaving**

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

	<b>2021 Actual</b>	<b>2020 Actual</b>
Total	\$4,500	\$0
Number of People	1	-

**20. Contingencies**

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2021 (Contingent liabilities and assets at 31 December 2020: \$16,368).

**Holidays Act Compliance – schools payroll**

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

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

To the extent that any obligation cannot reasonably be quantified at 31 December 2021, a contingent liability for the school may exist.

## 21. Commitments

### (a) Capital Commitments

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

(a) \$111,535 contract for SIP/LSC: Block B: Combined SIP LSC Office Project as agent for the Ministry of Education. This project is fully funded by the Ministry and \$92,382 has been received of which \$nil has been spent on the project to balance date. This project has been approved by the Ministry; and

(b) \$100,000 contract for SIP Pole Shed as agent for the Ministry of Education. The project is fully funded by the Ministry and \$82,290 has been received of which \$10,450 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments at 31 December 2020: \$124,554)

### (b) Operating Commitments

As at 31 December 2021 there are no operating commitments (Operating Commitments at 31 December 2020: nil).

## 22. Financial Instruments

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

### Financial Assets Measured at Amortised Cost

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Cash and Cash Equivalents	860,391	443,463	661,663
Receivables	104,722	90,000	174,519
Total Financial Assets Measured at Amortised Cost	<u>965,113</u>	<u>533,463</u>	<u>836,182</u>

### Total Financial Liabilities Measured at Amortised Cost

Payables	149,727	140,000	294,353
Finance Leases	12,398	24,000	22,901
Total Financial Liabilities Measured at Amortised Cost	<u>162,125</u>	<u>164,000</u>	<u>317,254</u>

## 23. Events After Balance Date

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

## 24. Comparatives

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

## **25. COVID 19 Pandemic Ongoing Implications**

### **Impact of Covid-19**

During 2021 the country moved between alert levels. During February and March 2021 Auckland was placed into alert levels 3 and 2 and other parts of the country moved into alert level 2.

Towards the end of June 2021, the Wellington region was placed into alert level 2 for one week.

Towards the end of August 2021, the entire country moved to alert level 4, with a move to alert level 3 and 2 for everyone outside the Auckland region three weeks later. While Auckland has remained in alert level 3 for a prolonged period of time the Northland and Waikato regions have also returned to alert level 3 restrictions during this period.

### **Impact on Operations**

Schools have been required to continue adapting to remote and online learning practices when physical attendance is unable to occur in alert level 4 and 3. Schools continue to receive funding from the Te Tāhuhu o te Mātauranga | Ministry of Education, even while closed.

However, the ongoing interruptions resulting from the moves in alert levels have impacted schools in various ways which potentially will negatively affect the operations and services of the school. We describe below the possible effects on the school that we have identified, resulting from the ongoing impacts of the COVID-19 alert level changes.

### **Reduction in Locally Raised Funds**

Under alert levels 4,3, and 2 the school's ability to undertake fund raising events in the community and/ or collect donations or other contributions from parents, may have been compromised. Costs already incurred arranging future events may not be recoverable.

### **Increased Remote Learning Additional Costs**

Under alert levels 4 and 3 ensuring that students have the ability to undertake remote or distance learning often incurs additional costs in the supply of materials and devices to students to enable alternative methods of curriculum delivery.



# **Huia Range School**

## **Kiwisport Report**

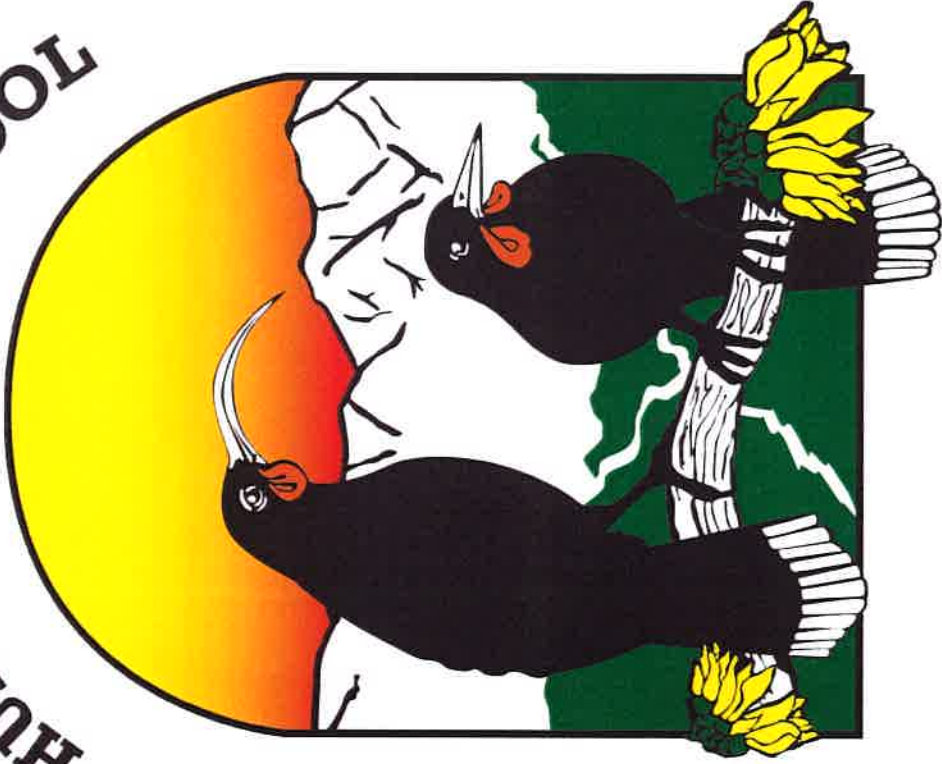
For the year ended 31 December 2021

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 2021 the school received total Kiwisport funding of \$4,435 (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.

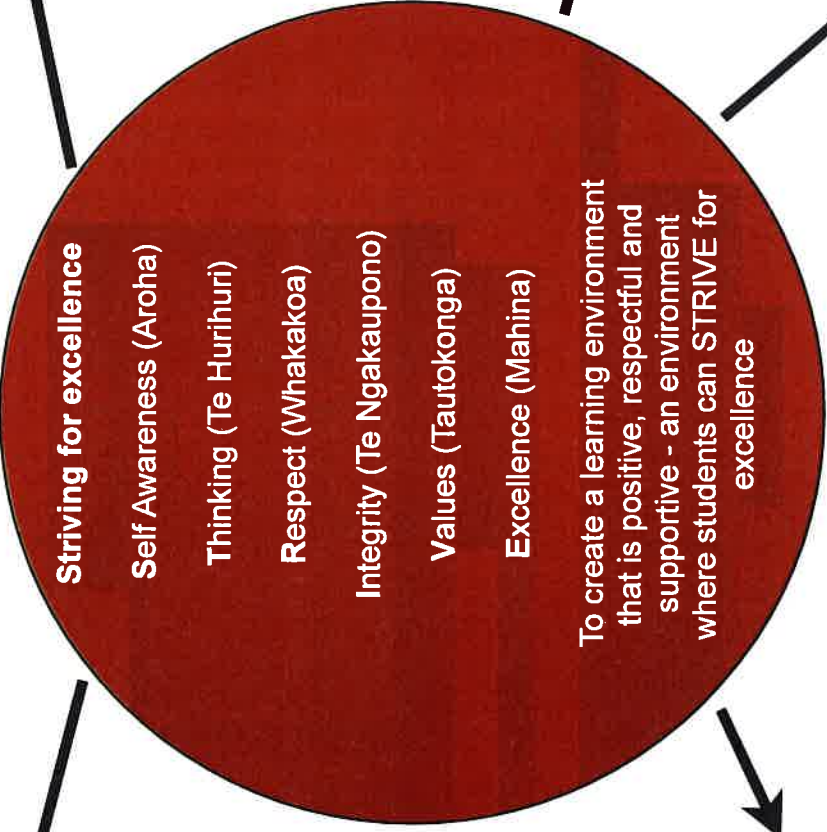
The number of students participating in organised sport continues to be at excellent levels.

HUTIA RANGE SCHOOL



Charter 2022

# Huia Range School Charter 2020-2022



**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.**

**Ratification of Charter**  
 Minuted 22nd February, 2022  
 Board of Trustees Meeting  
 2022 targets approved 22nd February, 2022  
 Submitted to the Ministry of Education by 1st March, 2022

**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.

# Huia Range School

## Strategic Plan 2020 - 2022

Strategic Goals	Strategies 2020	Strategies 2021	Strategies 2022
<p><b>Goal 1a, 1b, 1c and 1d</b>  <b>Student Achievement</b>            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"> <li>* Formalise localised school curriculum.</li> <li>* Formalise reading teaching strategies into the school curriculum document</li> <li>* Undertake staff PLD in the science curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Implement clear processes for identifying, tracking and reporting the progress of target students</li> <li>• Develop progressions of achievement for consistency of expectation and coherence of learning across the school</li> <li>• Regularly report the achievement and progress of groups of students</li> </ul>	<ul style="list-style-type: none"> <li>• Improve student achievement levels in Reading</li> <li>• Improve attendance to a minimum of 90% in every class</li> <li>• Effective assessment practice will be used to analyse data in order to identify individual student needs and inform teaching practice.</li> <li>• Embed the PaCT learning into 'normal' classroom practice.</li> <li>• To effectively complete the transition to the HERO SMS</li> </ul>
<p><b>Goal 2</b>  <b>Maori Achievement</b>            Maori students are seen in the school and the community as succeeding as Maori.</p>	<ul style="list-style-type: none"> <li>• Undertake the cultural responsiveness programme through the Kahui Ako.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop culturally responsive strategies in all class rooms.</li> </ul>	<ul style="list-style-type: none"> <li>• To strengthen school expectations of cultural relationships for responsive pedagogy</li> </ul>
<p><b>Goal 2</b>  <b>School Culture</b>            To promote and strengthen the culture, values and expectations based on "STRIVE"</p>	<ul style="list-style-type: none"> <li>* Students know and demonstrate "STRIVE"</li> <li>* Staff investigate and implement caring relationships as promoted by PB4L</li> </ul>	<ul style="list-style-type: none"> <li>• Build relational trust and effective collaboration within the school</li> <li>* Build leadership capabilities</li> </ul>	<p>A minor goal that will continue to be worked on in 2022, but not as a Charter goal</p>
<p><b>Goal 3</b>  <b>Community Engagement</b>            To strengthen parental, whānau and community partnerships to support student engagement, achievement and welfare</p>	<ul style="list-style-type: none"> <li>* Review with local secondary school /CoL transition to secondary.</li> <li>* Review transition from ECE with ECE and CoL</li> <li>* Investigate and implement effective community consultation</li> </ul>	<ul style="list-style-type: none"> <li>* Undertake strong consultation with:               <ul style="list-style-type: none"> <li>- iwi</li> <li>- whanau</li> <li>- students</li> </ul> </li> <li>• Begin implementing findings from the consultation</li> </ul>	<p>A minor goal that will continue to be worked on in 2022, but not as a Charter goal.</p>

# Huia Range School

## Annual Plan 2022

**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 Improve student achievement levels in Reading

Actions	Who/When/Resources	Outcome/Measure	Variance
2 teachers undertake/continue the BSLA reading PLD	Lead by RTLit Supported by Deputy Principal 20 week supported programme including classroom release	Teachers are confident in their teaching of reading Year 1 reading OTJ improvement 6 Year nett improvement	
Monitored students (all Year 1-3 students)	Wedge graphs used and discussed 5 times per term, at team level.	Steady and solid improvement in year 1 and 2 OTJs.	
Target students (3-5 per class)	Identify target students, current level and goal to achieve and place on Google or HERO shared document Monitoring across the year - at team level - at full staff level Reporting to the Principal week 8 every term Reporting to The Board once per term	Teachers use 2021 agreed ideas of how to choose target students All classes have named target students, with individual goals set Initial levels and year's goals by the end of week 5 term 1. Reports by week 8 each term. Analysed, graphed and reported at the next Board meeting after week 8 each term.	

## Huia Range School Reading Targets, 2022

### 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 2.
3. To increase the number of students achieving at or above by the end of year 8.
4. To increase the number of students achieving at or above in the 2022 6 year net results.

### Baseline Data at/above 2021 425

Year 1 2021	All - 42%	Boys - 50%	Girls - 37%	Maori - 42%	Pakeha - 67%
6 Year nett 2021	All students	Read Levels 42%	Letter ID 41%	CAP 14%	Dictation 11%
Year 2 2021	All - 56%	Boys - 55%	Girls - 58%	Maori - 52%	Pakeha - 63%
Year 7 2021	All - 43%	Boys - 27%	Girls - 55%	Maori - 42%	Pakeha - 43%
				Vocabulary 7%	Word Recognition 7%

# Huia Range School

## Annual Plan 2022

### **Strategic Goal 1b 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 experience

**Strategies** Attendance – New Zealand & international studies have shown that school attendance is a leading indicator of future success.

Actions	Who/When/Resources	Outcome/Measure	Variance
<p>Improve attendance to a minimum of 90% in every class</p> <p>Twice daily attendance records kept</p> <p>Office personnel contact parents for every absence</p> <p>5 days continuous absence requires a medical certificate</p> <p>Further absence - 1:1 meeting with parent/child</p> <p>5 weeks plan devised/agreed/implemented</p> <p>Daily plan follow up. Attendance reported to Principal</p> <p>No improvement - involve attendance officer</p> <p>Attendance officer follows up</p> <p>Further parent meeting with attendance officer</p> <p>Attendance Monitored</p>	<p>All staff</p> <p>Class Teachers</p> <p>Office staff</p> <p>Principal</p> <p>Principal</p> <p>Principal/Parent</p> <p>Office staff</p> <p>Principal</p> <p>Attendance Officer</p> <p>Principal/Attendance officer</p> <p>Office staff/Attendance officer</p>	<p>Average 90% attendance across the school</p>	

# Huia Range School

## Annual Plan 2022

### **Strategic Goal 1c 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** Assessment - Effective assessment practice will be used to analyse data in order to identify individual student needs and inform teaching practice.

Actions	Who/When/Resources	Outcome/Measure	Variance
<p>Embed the PaCT learning into 'normal' classroom practice</p> <p>Teachers continue to develop knowledge and understanding of assessment practice</p> <ul style="list-style-type: none"> <li>- When to assess</li> <li>- How to assess</li> <li>- Why they are assessing</li> <li>- What to do with the data</li> </ul> <p>Teachers will be supported in their use of the progressions and a range of other assessment tools to gather information about student achievement in reading, writing and maths.</p> <p>Gathered information will be used by teachers and students to identify next steps for learning.</p> <p>Recording of data will be linked to the HERO SMS</p>	<p>The PaCT leader will undertake regular staff meetings</p> <p>Undertake a review of what assessment is used and staff understanding of how to use it</p> <p>Use the knowledge of a range of staff to lead staff and team meetings in areas identified that need support</p> <p>HERO - see relevant page</p>	<p>The expectation is that staff will judge PaCT signposts a minimum of mid and end of year.</p> <p>PaCT data is accurate and useful to teachers for planning and for reporting to the Board.</p> <p>Teachers have an in depth knowledge of assessment tools and consistently and actively use data to inform teaching</p> <p>HERO assessment data is accurate and available for parent reporting</p>	



# Huia Range School

## Annual Plan 2022

### **Strategic Goal 1d** Student Achievement

To effectively complete the transition to the HERO SMS

**Strategies** HERO SMS - To consistently work through the plan to ensure all staff can effectively use the system to support school and classroom administration, assessments and communication

Actions	Who/When/Resources	Outcome/Measure	Variance
<p>To complete the transition from the old SMS to HERO by following the detailed plan provided and supported by Hero</p>	<p>Deputy Principal will lead the process through terms 1 - 3</p> <p>TODay - 31st January</p> <p>TODay - 18th February</p> <p>Regular 10 - 15 minutes at staff meetings each term.</p>	<p>Teachers are successfully entering attendance on a twice daily basis.</p> <p>Teachers can access their class and find the background information needed - health, parent contacts, behaviour, academic records, etc</p> <p>Teachers can confidently add reading, writing and maths assessments</p> <p>Teachers can confidently prepare parent reports</p> <p>Staff can use staff feed for daily notices and staff communications</p> <p>Staff begin to use class newsletters to parents</p> <p>Teachers understand how to analyse class data and effectively use it to plan lessons</p> <p>Administration staff can effectively use the aspects required</p>	

# Huia Range School

## Annual Plan 2022

### **Strategic Goal 2** Maori Achievement

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

**Strategies** To strengthen school expectations of cultural relationships for responsive pedagogy in all classrooms

Actions	Who/When/Resources	Outcome/Measure	Variance
<p>All staff meetings start/finish with 10-15 minutes te reo with particular focus on:</p> <ul style="list-style-type: none"> <li>- Pronunciation</li> <li>- Tikanga start/end of day</li> <li>- Individual teacher and student mihi</li> <li>- Empowering te reo within classrooms.</li> <li>- Te koopu te wiki</li> <li>- Waiata</li> </ul>	<p>Lead by Te Reo unit holder supported by kapa haka leader.</p> <p>Online PLD - TeAo Maori through Education Perfect</p> <p>Online tamariki/teacher learning <a href="http://www.tokureo.maori.nz/">http://www.tokureo.maori.nz/</a></p>	<p>Increased confidence and ability from staff</p> <p>Te reo is genuinely and regularly used and pronounced correctly in all classrooms.</p> <p>Tikanga is in place and observed in all classrooms</p> <p>All staff and students are able to confidently say their mihi</p> <p>Te koopu wiki are strongly evident in all classrooms</p> <p>Waiata are able to be sung by the whole school at assemblies and powhiri</p>	
<p>Revitalise kapa haka</p>	<p>Lead by kapa haka leader</p>	<p>A solid and capable group are able to perform kapa haka and when required can strongly and confidently represent the school</p>	

# Huia Range School

## Annual Plan 2022

### **Strategic Goal 2** Maori Achievement

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

**Strategies** To strengthen school expectations of cultural relationships for responsive pedagogy

Actions	Who/When/Resources	Outcome/Measure	Variance
<p>Explore Place Based Curriculum in terms of the school's localised curriculum</p> <p>Discuss curriculum - Rangitane/Kahungunu Is this approach suitable in Tamaki-nui-a-rua? How could this be supported at Huia Range School?</p> <p>How do we involve whanau?</p> <p>How are any changes added into the current local curriculum document?</p>	<p>Principal and Deputy Principal contact and visit Frimley School (Hastings)</p> <p>Principal and Deputy Principal contact and discuss with local iwi representatives</p> <p>Principal and Deputy Principal</p>	<p>Discuss how this school has developed their place based curriculum</p> <p>Assess and evaluate if this approach is suitable and adaptable to Huia Range School.</p> <p>Begin an implementation plan if appropriate</p>	
<p>Undertake the Rongohia te Hau survey</p> <ul style="list-style-type: none"> <li>- tamariki</li> <li>- whanau</li> <li>- staff</li> </ul>	<p>Lead by Principal and individual class teachers Term 2 weeks 1 - 3</p> <p>Senior Leadership Team</p> <p>Senior Leadership Team</p>	<p>100% of tamariki and staff and 75% of whanau complete the survey.</p> <p>Survey analysed by the end of term 2</p> <p>Plan developed by the end of term 3</p>	

# Huia Range School Goals 2021 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><b>Implement clear processes for identifying, tracking and reporting the progress of target students</b></p> <p>Consult with staff and agree what a target student is and how each teacher decides who are the target students in their room</p> <p>Agree as to how, and how often, target students are monitored across the year</p> <p>Discuss and agree as to what accelerated progress is and the strategies and actions required.</p> <p>Identify target students, current level and goal to achieve and place on Google shared document</p> <p>Monitoring across the year agreed to</p> <p>Reporting to the Principal</p> <p>Reporting to The Board</p>	<p>March</p> <p>Target Student (TS) meeting with all class room teachers on 1st Feb. Teachers discussed and agreed:</p> <ol style="list-style-type: none"> <li>1. What a TS is</li> <li>2. How to decide who is a TS</li> <li>3. What our school considers accelerated progress (AP).</li> <li>4. What strategies and actions are needed for AP.</li> <li>5. What to do if TS are not making AP.</li> <li>6. How TS will be monitored across the year.</li> <li>7. Ho syndicates will monitor TS</li> <li>8. How often TS will be reported to Principal/Board</li> </ol> <p>Follow up Staff meeting undertaken</p> <p>What do we as teachers need to know to ensure TS make progress?</p> <p>Further staff meeting:</p> <p>If a TS isn't making progress what will you do?</p> <p>Further staff meeting - agreed one action if TS aren't making progress is to engage whanau - how will you do this?</p> <p>TS identified in all class rooms and recorded on shared Google Docs by the end of week 5.</p> <p>TS update reported by end of week 8</p> <p>May</p> <p>Target students discussed with team at team meetings. eg Junior team discussed how to improve independent learning time.</p> <p>Target students reported to Principal by end of week 8, term 1. Graphs and analysis report to the Board at May meeting.</p> <p>June</p> <p>Team meeting reports/discussions occurring regularly in the 3 teams.</p> <p>August</p> <p>Term 2 target students reported to the 10th August meeting</p> <p>October</p> <p>Term 3 target students are attached to the October Principal's Report</p> <p>November</p> <p>The next levels are due to the principal week 8 of this term.</p> <p>December</p> <p>All target and monitored students update for end of the year completed by staff and reported to the Board at the December meeting.</p>	<p>Agreed definition of who is a target student and the expectations across the year, in terms of teams regularly discussing progressions and reporting achievement to the principal and the Board.</p> <p>Staff were very clear about who target students were (as opposed to monitored students) and consistently reported achievement.</p> <p>Year 1 Targets - all students made progress with 3 out of the 7 students making accelerated progress and reaching the expected reading levels by the end of the year.</p> <p>Of the remaining 4 students 2 made more than expected progress but didn't quite achieve the goal. The last 2 students made very limited progress and didn't achieve a year's growth in their achievement levels.</p> <p>Year 2 targets - 50% made the expected level, 25% made a good level of progress finishing just short of the target. The remaining 25% made limited progress.</p> <p>Year 3 targets - 100% of the students made progress but did not achieve the expected levels.</p>	<p>Three year 0 - 2 teachers are undertaking the BSLA Ministry Reading programme in 2022. This programme is being run by the local Resource Teacher of Literacy.</p> <p>It is noted that the students of the teacher that began this programme in 2021 achieved accelerated progress across the 2 terms that this programme operated.</p> <p>The teachers will be focussing on smaller steps that need to be deliberately and solidly taken to ensure students make progress.</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 Outcome Data 2021

Year 1 2020	All - 66%	Boys - 69%	Girls - 61%	Maori - 58%	Pakeha - 63%
Year 2 2021	All - 56%	Boys - 55%	Girls - 58%	Maori - 52%	Pakeha - 63%
Year 3 2020	All - 78%	Boys - 74%	Girls - 83%	Maori - 74%	Pakeha - 88%
Year 4 2021	All - 93%	Boys - 74%	Girls - 100%	Maori - 92%	Pakeha - 86%
Year 5 2020	All - 71%	Boys - 74%	Girls - 67%	Maori - 58%	Pakeha - 76%
Year 6 2021	All - 70%	Boys - 67%	Girls - 74%	Maori - 73%	Pakeha - 67%
Year 6 2020	All - 54%	Boys - 36%	Girls - 73%	Maori - 54%	Pakeha - 54%
Year 7 2021	All - 43%	Boys - 27%	Girls - 55%	Maori - 42%	Pakeha - 43%

### 2021 Target 1 Outcome

Year 2 2021 - a 10 % drop in the overall data. There was no improvement in any sub group

### 2021 Target 2 Outcome

Year 4 2021 - 15% improvement in the overall data. There was pleasing improvement in girls and Maori students

### 2021 Target 3 Outcome

Year 6 2021 - a very similar achievement in the overall data. A pleasing improvement in Maori students

### 2021 Target 4 Outcome

Year 7 - 2021- A disappointing drop of 11% in overall data. A disappointing drop in all sub groups

# Huia Range School Goals 2021 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><b>Develop progressions of achievement for consistency of expectations and coherence of learning across the school.</b></p> <p>Begin with Maths, writing and reading:</p> <ul style="list-style-type: none"> <li>- what are the indicators at each level?</li> <li>- how to plan/teach for the next steps</li> <li>- moderating across team</li> <li>- moderating across school</li> <li>- understanding of individual level</li> <li>- understanding of levels below and above to understand where children have come from and where they are going next</li> </ul> <p>Teachers enter results of each aspect twice per year.</p> <p>Once by the end of term 2 and once again by the end of term 4.</p>	<p>March - Full day maths PLD undertaken 2nd Feb. Strengthened understanding of Levels and progress within strand areas of maths. Team planning undertaken based on where students are in strands (being taught this term) and how to ensure learning aims at lifting levels.</p> <p>Further work undertaken in teams for 1.5 hours per team. Staff voice indicates strong and useful progress in their learning.</p> <p>May - Staff meeting undertaken 30th March and full day undertaken on 1st April for 1.5 hours minimum per team. Strong consistency in moderation has been commented on by the facilitator within all teams and across all teams. Teacher confidence very high.</p> <p>June - Full PaCT day undertaken on 11th May for 1.5 hours minimum per team. Focus on planning from available student data to enable students to reach the next 'signpost'.</p> <p>25th May 1 hour staff meeting undertaken across teams of moderating maths at different levels.</p> <p>Full PaCT day undertaken on 27th May for 1.5 hours minimum per team. Focus was on the last 2 aspects of reading, being acquiring and using information and ideas in informational text and reading for literacy experience and what children need to be doing at each 'signpost'.</p> <p>10 hours of PLD is still available. Teams are discussing what they would like further work on to ensure this time is also used effectively.</p> <p>August - Teacher Only Day for 13th August will focus on aligning Maths curriculum requirements to signposts.</p> <p>September - Teacher Only Day was held on 13 August. The objective was to develop a collective understanding of how PaCT and the maths curriculum would work together. As a group we:</p> <ul style="list-style-type: none"> <li>* explored what needed to happen for Maths teaching to 'stick' for students (ensure that maths skills are reinforced and revisited to ensure that students have opportunities to master them).</li> <li>* discussed the use of a 'big question' approach to links maths areas and engage students</li> <li>* discussed and agreed on the importance of differentiation and moderation</li> <li>* reviewed and revised that Long Term Maths plans to bring them in line with PaCT</li> </ul> <p>We've gained a fair bit of momentum in adapting PaCT and although the follow up TOD (10 Sept) has been cancelled, it is planned for the follow up at staff meetings to work towards finalising the Huia Range way of working with PaCT as an assessment tool.</p> <p>October - Staff meeting undertaken. Maths rediscussed and agreement reached about term 4 topics and assessment again signposts. Team planning completed and agreement in team's of how assessment will be undertaken. Moderation prior to assessment being done, planned for early term 4.</p> <p>November - Moderation undertaken with teams. Teacher Only Day 2 hours focussed on video viewing and group discussions around 'sticky' learning and revisiting ideas so children have the knowledge and strategies solidly understood and remembered. A brief discussion around PaCT and expectations for the remainder of 2021 and the upcoming expectations for 2022. A question and answer session was also held. Teachers are stating they are feeling confident and comfortable using PaCT and were very happy to hear that it integrates well into the new SMS system so double entries will not need to occur and comments for parent reports will be easily available. Staff notified about PaCT sessions in 2022.</p> <p>December - Teachers are finishing entering data for reading, writing and maths for the end of the 2022 school year. This will be solidly looked at during the holiday break, in terms of how well teachers feel they have judged the signposts and for consistency across the school. It was agreed with staff that this was a practice for them to learn from and the first Board report will be produced in mid 2022.</p>	<p>Teachers have a solid understanding of the signposts in mathematics and have confidence in entering their students in the system. They have a growing understanding of the signposts and requirements of both reading and writing and are 'experimenting' with entering students levels in both reading and writing.</p>	<p>Further moderation to be undertaken in maths and the expectation that the maths area of PaCT is fully and successfully utilized during 2022.</p> <p>Further learning undertaken in both reading and writing. Planning using the 'next steps' between the signposts and moderation of students achievements.</p>

## Huia Range School Goals 2021 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>Develop culturally responsive strategies in all class rooms.</p> <p>Team leaders working with team members and Poutama Pounamu facilitators to develop, implement and monitor strategies. Term 1</p> <p>Principal and Deputy Principal working with teams and Poutama Pounamu facilitators to develop, implement and monitor strategies. Term 2</p> <p>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>	<p>March Met with Poutama Pounamu facilitators on 3rd February. Plan developed to use data from 2020 surveys, including trying to gather further whanau data. Met with RTM (based in CHB) to discuss te reo development and next steps. Te koopu te wiki is strongly operating in most class room and is supported by the bimonthly school broadcasts to class rooms.</p> <p>May Waiata strongly evident at all full school assemblies. Senior boys coaching younger boys at a weekly lunchtime/class haka session. This is a leadership opportunity for the seniors and great role modelling is being shown to the junior students. 2 x middle school classes undertaking the Ko wai au 10 lesson programme before spending a day at Aotea Matae.</p> <p>June Met with Kahungunu representatives, including the main education person, the person leading student engagement and the person available to work in class rooms (with teachers) during term 3 and 4, in terms of te reo, tikanga, waiata and kapa haka. Agreement has been reached that we will meet later this term to look at our localised curriculum for their added input. They have also explained that they have employed 2 Maori writers to record the Kahungunu histories, including local sacred places and legends for the schools to have access to.</p> <p>August 7 staff members attended the Kahui Ako conference in July. The main ideas that came across included:  <ul style="list-style-type: none"> <li>* In schools, in the education system and beyond, we have an issue of unconscious bias</li> <li>* Many students outside the dominant culture and/or social group experience marginalisation and non engagement.</li> <li>* At school, belonging is the means by which students can feel accepted, respected, included and supported by the educational communities in which they are involved.</li> <li>* Māori and Pacific children need to be able to be successful as who they are, they need to be able to see their own languages, cultures and identities as being central to their success at school."</li> <li>* The traditional approach – year groups, ability groups, academic based, assessment driven does not fit many of our students</li> <li>* In terms of cultural capability, there are implications for the school around understanding Te Tiriti of Waitangi and NZ histories and around approaches to teaching and learning.</li> </ul> <p>September At the Kahui Ako meeting of 12 August, school representatives agreed to take part in an iwi led bus tour of local sacred and historical places. For school principals this could be in term 4, followed by similar educational tours for each school.</p> <p>October Contacted Ngatai Kahungunu to organise the bus tour. Planning to do it on Friday 28th January for all staff. Met with Poutama Pounamu facilitators on 30th September to plan where our school is going. We have agreed that the facilitator will summarise our discussion and email this with their suggestions for moving forward.</p> <p>It was agreed the school needs further time to reculture the school and have a little time to resettle before asking whanau opinions of how the school is going in terms of cultural responsiveness. In</p> </p>	<p>Developed fortnightly TV broadcasts with "Poppy and Charlie" who converse in Te Reo (and explain the meanings) using the agreed Te koopu te wiki. The voices are senior students who have clear voices with great pronunciation. This programme is enjoyed by the students and looked forward to each fortnight.</p> <p>Waiata were being strongly used in classrooms but with the return of COVID waiata, kapa haka and teachers working together was forced to stop.</p> <p>The day conference undertaken gave teachers great ideas to positively move forward.</p>	<p>Re-engaged with Poutama Pounamu.</p> <p>Undertake the Rongohia te hau survey of whanau, tamariki and all school staff during term 2.</p> <p>Develop a solid plan from the survey results.</p> <p>Begin to introduce the Aotearoa Histories to the school curriculum.</p> <p>Term 1 focused on Whakapapa - who I am and Term 2 Turangawaewae - where I stand (looking at local Tararua history) with support from Rangitane and Ngati Kahungunu.</p>

Actions (what did we plan to do?)	Actions (What did we actually do?)	Outcomes (what happened?)	Evaluation (where to next?)
	<p>the meantime further work will be undertaken with staff in team time, around cultural responsive practices. The principal will organise meetings, during term 4, with targeted whanau to discuss how they want to see the school move forward.</p> <p>November</p> <p>Walk throughs from 2020 rechecked against the agreed matrix for our school. This showed 8 teachers integrating cultural responsiveness pedagogy appropriately into their classrooms, with 4 developing this practice and no staff at the basic level. We are anticipating redoing these walk throughs in late November as a start point for teachers for 2022. The only 2 comments read: This was a positive experience and there is a good atmosphere in the classrooms</p> <p>December</p> <p>The Principal undertook the 2 day Wellington Conference run by Te Hurihanganui, about changing leadership to respond more appropriately to Maori students needs. A huge number of ideas from the speakers and the presenters.</p>		



## Huia Range School Goals 2021 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>Build relational trust and effective collaboration within the school</p> <p>Consult with Ministry of Education re: PLD available</p> <p>Contact consultant</p> <p>Contract with consultant and develop plan</p> <p>Undertake the agreed plan</p>	<p>March Consultant contacted February. Plan developed to visit school and interview staff then develop full plan.</p> <p>Due to Auckland Covid Levels the plan needs reimplementing.</p> <p>May Contact reestablished with facilitator.</p> <p>August Auckland in lockdown. Plan canceled.</p>	<p>No outcomes</p>	

# Huia Range School Goals 2021 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><b>Build leadership capabilities</b></p> <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>Middle leaders participate in the Kahui Ako leadership development programme</p>	<p>March Facilitator unavailable due to Covid levels in Auckland. First Middle Leaders PLD undertaken. Leaders report very useful in terms of team leadership and directions that could be taken in various situations. "Homework", including readings, to be completed before the next session.</p> <p>May Middle leaders enthusiastic about undertaking further professional development. Professionally supportive conversations are being seen and discussed with the principal. Appropriate professionally challenging conversations are also being held when necessary with very positive results.</p> <p>June Middle leaders focussed on how to be successful in your first leadership role - debunking the myths and good strategies etc. Reported back that the reading was excellent.</p> <p>August 5th August meeting too late to report at this meeting October - Reported by one of our Middle Leaders: Our PLD session is represented across the sector with early childhood, primary and secondary school teachers in attendance which is great. Though we are in different sectors, it would seem that we deal with similar challenges and concerns. In session 5 we looked at as leaders... 'Being respected vs being liked' and the importance of being respected in leadership roles. For professionals who want to grow in their roles and careers, being liked is good, but being respected is a requirement. We looked at a good reading around: Professionals who recognise the importance of being respected -- with or without being liked -- are more inclined to: Tell the truth, even if it's unpopular Explain their thinking behind the difficult decisions they make Acknowledge the elephant in the room, even if they can't fix it Say no when they need to Be open-minded and decisive Give credit when it's due to others and also take it when it's due themselves Tolerate feelings of disappointment, frustration, sadness and anger in themselves and others Hold people accountable for their results Be consistent and fair in setting rules and expectations Set and honour boundaries for themselves and others Deliver negative feedback directly and in a timely manner Ask for feedback regularly and then act on it Apologise when they make mistakes and then move on. Model the behaviour they expect from others and most importantly, engage in challenging conversations but hold the line!</p>	<p>The leader reports being more confident in their overall role</p> <p>The team is working confidently and effectively and has all year.</p> <p>When necessary difficult and/or challenging conversations have been held and have been reported as being productive, supportive and seen positive outcomes for all involved.</p> <p>Leadership skills, knowledge, and team leadership very positively developed. Team members report a cohesive and well working team.</p>	<p>Continue to support this leader with further development during 2022 within the kahui ako programme.</p> <p>A second middle leader will join the group.</p> <p>Regular fortnightly meetings between senior and middle leaders to support development and ensure all leaders are aware of school developments, concerns and requirements.</p>

Actions (what did we plan to do?)	Actions (What did we actually do?)	Outcomes (what happened?)	Evaluation (where to next?)
<p>Build leadership capabilities</p>	<p>November</p> <p>Reading was around 'Difficult Conversations': How to discuss what matters most. Discussed back into the group pair/share around</p> <p><b>Principles to Remember</b></p> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• Take regular breaks during the day; the more calm and centred you are, the better you are at handling tough conversations when they arise – intervene at the lowest level.</li> <li>• Slow down the pace of the conversation – it helps you find the right words and it signals to your counterpart that you're listening</li> <li>• Find ways to be constructive by suggesting other solutions or alternatives</li> <li>• Seek common ground.</li> <li>• Acknowledge the other view but hold the time.</li> <li>• Calm, clear and clean (complete disclosure)</li> </ul> <p><b>Don't:</b></p> <ul style="list-style-type: none"> <li>• Label the news you need to deliver as a "difficult conversation" in your mind; instead frame the discussion in a positive or neutral light</li> <li>• Bother writing a script for how you want the discussion to go; jot down notes if it helps, but be open and flexible</li> <li>• Ignore the other person's point of view — ask your counterpart how he sees the problem and then look for overlaps between your perspectives</li> </ul> <p>From this, conditions to support change:</p> <ul style="list-style-type: none"> <li>• Lay Tikanga/protocols</li> <li>• Be open minded</li> <li>• Give the person an opportunity to take on responsibility.</li> <li>• Work towards common goals and pathways</li> <li>• Have compassionate conversations</li> <li>• Develop a safe culture</li> <li>• Allow time and space for change</li> <li>• Listen</li> <li>• Non judgemental and no assumptions</li> <li>• Clear direction – the why</li> <li>• Make it relevant and 'do'able</li> </ul> <ul style="list-style-type: none"> <li>• Build trust</li> <li>• Be solution focused</li> <li>• View from all perspectives</li> <li>• Open communication</li> <li>• Ask for honest feedback</li> <li>• Mutual agreement</li> <li>• Seek to understand</li> <li>• Open dialogue</li> <li>• Ongoing help and support</li> </ul>		

# 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 22nd February, 2022 by Huia Range School Board of Trustees.



Elizabeth Jackson - Presiding Member

Signed



Robyn Forsyth - Principal

Signed

Copy sent to the Ministry of Education via MOE portal by 1st March, 2022