

# SOUTH MAKIRIKIRI SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2019

#### School Directory

**Ministry Number:** 2446

**Principal:** Greg Allan

**School Address:** 945 Makirikiri Road, RD 3, Marton 4789

**School Postal Address:** same as above

**School Phone:** 06 327 6617

**School Email:** [office@southmak.school.nz](mailto:office@southmak.school.nz)

#### Members of the Board of Trustees

Name	Position	How Position Gained on Board	Expires	Occupation
Rachel Cunliffe	Chair Person	Elected	June 2019	Teacher
Greg Allan	Principal	ex Officio		
Stuart Taylor	Member	Elected	Resigned May 2019	Farm Manager
Hayden Trotter	Member	Elected	June 2019	Accountant
Bill Jamieson	Member	Elected	June 2019	Farmer
Erana Kaa	Member	Co-opted	December 2019	Teacher
Christina Belton	Chairperson	Elected	June 2022	Teacher
Kelly Greer	Member	Elected	June 2022	Office Administrator
Carl McDonald	Treasurer	Elected	June 2022	Accountant
Brendon Shoebridge	Member	Elected	June 2022	Retail Operator
Tony Maas	Member	Elected	June 2022	Retail Operator
Sarah Third	Staff Rep	Elected	November 2020	Teacher

**Accountant / Service Provider:** AllanMcNeill

# SOUTH MAKIRIKIRI SCHOOL

Annual Report - For the year ended 31 December 2019

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# South Makirikiri School

## Statement of Responsibility

For the year ended 31 December 2019

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2019 fairly reflects the financial position and operations of the school.

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

Christina Belton

Full Name of Board Chairperson

CBelton

Signature of Board Chairperson

29th May 2020

Date:

Gregory Allan

Full Name of Principal

G Allan

Signature of Principal

29th May 2020

Date:

# South Makirikiri School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Revenue</b>				
Government Grants	2	1,187,173	1,184,098	1,156,220
Locally Raised Funds	3	91,206	88,700	68,764
Interest income		388	250	250
		<u>1,278,767</u>	<u>1,273,048</u>	<u>1,225,235</u>
<b>Expenses</b>				
Locally Raised Funds	3	24,359	32,775	43,484
Learning Resources	4	810,444	759,850	767,094
Administration	5	67,329	72,515	54,808
Finance		2,550	-	2,987
Property	6	302,620	306,223	315,006
Depreciation	7	45,982	45,550	41,890
Loss on Disposal of Property, Plant and Equipment		243	-	188
		<u>1,253,527</u>	<u>1,216,913</u>	<u>1,225,457</u>
<b>Net Surplus / (Deficit) for the year</b>		25,240	56,135	(223)
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u>25,240</u>	<u>56,135</u>	<u>(223)</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.

# South Makirikiri School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2019

Notes	Actual 2019 \$	Budget (Unaudited) 2019 \$	Actual 2018 \$
<b>Balance at 1 January</b>	<u>417,455</u>	<u>417,455</u>	<u>415,567</u>
Total comprehensive revenue and expense for the year	25,240	56,135	(223)
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	-	-	2,110
Adjustment to Accumulated surplus/(deficit) from adoption of			
<b>Equity at 31 December</b>	<u>442,695</u>	<u>473,590</u>	<u>417,455</u>
Retained Earnings	442,695	473,590	417,455
Reserves	-	-	-
<b>Equity at 31 December</b>	<u>442,695</u>	<u>473,590</u>	<u>417,455</u>

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.



**South Makirikiri School**  
**Statement of Financial Position**  
As at 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	322,152	252,712	165,383
Accounts Receivable	9	35,179	34,000	40,040
GST Receivable		(12,613)	(13,000)	5,016
		<u>344,718</u>	<u>273,712</u>	<u>210,439</u>
<b>Current Liabilities</b>				
Accounts Payable	11	60,661	50,000	60,981
Provision for Cyclical Maintenance	12	15,000	22,000	22,000
Finance Lease Liability - Current Portion	13	8,561	8,561	7,708
Funds held for Capital Works Projects	14	110,851	-	-
		<u>195,074</u>	<u>80,561</u>	<u>90,689</u>
<b>Working Capital Surplus/(Deficit)</b>		<u>149,644</u>	<u>193,151</u>	<u>119,750</u>
<b>Non-current Assets</b>				
Property, Plant and Equipment	10	<u>346,262</u>	<u>333,650</u>	<u>347,639</u>
		346,262	333,650	347,639
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	12	40,950	40,950	34,125
Finance Lease Liability	13	12,261	12,261	15,810
		<u>53,211</u>	<u>53,211</u>	<u>49,935</u>
<b>Net Assets</b>		<u>442,695</u>	<u>473,590</u>	<u>417,455</u>
<b>Equity</b>		<u>442,695</u>	<u>473,590</u>	<u>417,455</u>

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

**South Makirikiri School**  
**Statement of Cash Flows**  
For the year ended 31 December 2019

	Note	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		247,000	660,955	259,654
Locally Raised Funds		91,206	88,700	73,674
Goods and Services Tax (net)		17,629	13,000	776
Payments to Employees		(134,499)	(71,050)	(125,628)
Payments to Suppliers		(122,435)	(136,890)	(160,610)
Cyclical Maintenance Payments in the year		(5,900)	56,125	-
Interest Paid		(2,550)	-	(2,987)
Interest Received		388	250	250
Net cash from Operating Activities		90,840	611,090	45,129
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of PPE (and Intangibles)		-	8,850	-
Purchase of PPE (and Intangibles)		(38,953)	(388,050)	(19,324)
Net cash from Investing Activities		(38,953)	(379,200)	(19,324)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	2,110
Finance Lease Payments		(5,968)	20,822	(7,056)
Funds Held for Capital Works Projects		110,851	-	-
Net cash from Financing Activities		104,883	20,822	(4,946)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>156,769</b>	<b>252,712</b>	<b>20,859</b>
Cash and cash equivalents at the beginning of the year	8	165,383	-	144,524
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>322,152</b>	<b>252,712</b>	<b>165,383</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 Cash Flow Statement should be read in conjunction with the accompanying notes which form part of these financial statements..

# South Makirikiri School

## Notes to the Financial Statements

### For the year ended 31 December 2019

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

South Makirikiri School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education Act 1989. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

##### b) Basis of Preparation

###### *Reporting Period*

The financial reports have been prepared for the period 1 January 2019 to 31 December 2019 and in accordance with the requirements of the Public Finance Act 1989.

###### *Basis of Preparation*

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

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

The Education Act 1989 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as "having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders".

###### *Standard early adopted*

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 36.

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

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

###### *Measurement Base*

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

###### *Presentation Currency*

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

###### *Specific Accounting Policies*

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

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

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

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

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

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



at note 10.

#### *Cyclical maintenance provision*

The 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 12.

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

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

#### *Classification of leases*

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 13.

#### *Recognition of grants*

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

### **c) Revenue Recognition**

#### **Government Grants**

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

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

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

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

#### **Other Grants**

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

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

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

#### **Interest Revenue**

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

### **d) Use of Land and Buildings Expense**

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

### **e) Operating Lease Payments**

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight

line basis over the term of the lease.

#### **f) Finance Lease Payments**

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

#### **g) Cash and Cash Equivalents**

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

#### **h) Accounts Receivable**

Short-term receivables are recorded at the amount due, less an allowance for credit losses. The school applies the simplified expected credit loss model of recognising lifetime expected credit losses for receivables. In measuring expected credit losses, short-term receivables have been assessed on a collective basis as they possess shared credit risk characteristics. They have been grouped based on the days past due. Short-term receivables are written off when there is no reasonable expectation of recovery. Indicators that there is no reasonable expectation of recovery include the debtor being in liquidation.

#### **i) Inventories**

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

#### **j) Investments**

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

#### **k) Property, Plant and Equipment**

Land and buildings owned by the 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.

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

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

#### **Finance Leases**

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

#### **Depreciation**

Property, plant and equipment except for library resources are depreciated over their estimated useful lives on a straight line



basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	10–75 years
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	4 years
Library resources	12.5% Diminishing value

## **l) Intangible Assets**

### *Software costs*

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

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

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

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

## **m) Impairment of property, plant, and equipment and intangible assets**

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

### *Non cash generating assets*

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

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

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

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

## **n) Accounts Payable**

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

## **o) Employee Entitlements**

### *Short-term employee entitlements*

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

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

#### *Long-term employee entitlements*

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

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

#### **p) Shared Funds**

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

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

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

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

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

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

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

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

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

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

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

Commitments and contingencies are disclosed exclusive of GST.

#### **t) Budget Figures**

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

#### **u) Services received in-kind**

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



## 2. Government Grants

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operational Grants	231,969	230,000	234,043
Teachers' Salaries Grants	699,590	705,000	662,908
Use of Land and Buildings Grants	235,598	235,598	230,659
Resource Teachers Learning and Behaviour Grants	3,970	-	-
Other MoE Grants	16,046	13,500	28,611
Establishment Grant	-	-	-
Transport grants	-	-	-
Other Government Grants	-	-	-
	<b>1,187,173</b>	<b>1,184,098</b>	<b>1,156,220</b>

## 3. Locally Raised Funds

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

	2019 Actual \$	2019 Budget \$	2018 Actual \$
<b>Revenue</b>			
Donations	11,755	12,000	13,640
Bequests & Grants	51,803	41,000	7,667
Activities	15,363	24,700	35,258
Trading	2,381	700	548
Fundraising	-	-	-
Other Revenue	9,903	10,300	11,651
	<b>91,206</b>	<b>88,700</b>	<b>68,764</b>
<b>Expenses</b>			
Activities	18,974	27,775	34,927
Trading	2,833	2,500	4,874
Fundraising (Costs of Raising Funds)	-	-	-
Transport (Local)	2,552	2,500	2,182
Other Locally Raised Funds Expenditure	-	-	1,502
	<b>24,359</b>	<b>32,775</b>	<b>43,484</b>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<b>66,847</b>	<b>55,925</b>	<b>25,280</b>

## 4. Learning Resources

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Curricular	23,752	30,150	17,581
Information and Communication Technology	3,859	1,500	2,373
Library Resources	-	-	1,671
Employee Benefits - Salaries	773,134	712,550	733,357
Staff Development	9,698	15,650	12,113
	<b>810,444</b>	<b>759,850</b>	<b>767,094</b>

## 5. Administration

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Audit Fee	4,874	4,000	4,115
Board of Trustees Fees	2,985	3,500	3,625
Board of Trustees Expenses	3,037	4,250	1,149
Communication	1,707	2,000	1,518
Consumables	5,734	3,550	3,703
Operating Lease	3,996	12,300	542
Other	6,047	6,915	8,733
Employee Benefits - Salaries	32,252	31,000	26,096
Insurance	2,882	1,500	1,342
Service Providers, Contractors and Consultancy	3,814	3,500	3,986
	<u>67,329</u>	<u>72,515</u>	<u>54,808</u>

## 6. Property

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Caretaking and Cleaning Consumables	3,752	3,200	4,739
Consultancy and Contract Services	3,127	2,500	1,980
Cyclical Maintenance Provision	5,725	6,825	7,492
Grounds	2,755	2,000	8,059
Heat, Light and Water	10,634	9,300	11,818
Repairs and Maintenance	6,324	15,300	18,232
Use of Land and Buildings	235,598	235,598	230,659
Employee Benefits - Salaries	34,706	31,500	32,027
	<u>302,620</u>	<u>306,223</u>	<u>315,006</u>

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

## 7. Depreciation

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Buildings - School	1,947	1,900	1,947
Building Improvements - Crown	4,930	4,900	4,970
Furniture and Equipment	2,869	2,800	2,666
Information and Communication Technology	29,204	29,000	23,725
Motor Vehicles	642	650	713
Textbooks	4,345	4,300	5,553
Library Resources	2,045	2,000	2,316
	<u>45,982</u>	<u>45,550</u>	<u>41,890</u>

## 8. Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Bank Current Account	70,920	62,712	8,269
Bank Call Account	251,233	190,000	157,114
Cash and cash equivalents for Cash Flow Statement	<u>322,152</u>	<u>252,712</u>	<u>165,383</u>

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

## 9. Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	-	-	1,608
Teacher Salaries Grant Receivable	35,179	34,000	38,432
	<u>35,179</u>	<u>34,000</u>	<u>40,040</u>
Receivables from Exchange Transactions	-	-	1,608
Receivables from Non-Exchange Transactions	35,179	34,000	38,432
	<u>35,179</u>	<u>34,000</u>	<u>40,040</u>

## 10. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2019						
Land	3,000	-	-	-	-	3,000
Buildings	48,370	-	-	-	(1,947)	46,423
Building Improvements	158,658	-	-	-	(4,930)	153,728
Furniture and Equipment	16,209	6,002	-	-	(2,869)	19,342
Information and Communication	81,434	38,438	-	-	(29,204)	90,668
Motor Vehicles	6,421	-	-	-	(642)	5,779
Miscellaneous	17,459	-	-	-	(4,345)	13,114
Library Resources	16,089	408	-	(243)	(2,045)	14,209
Balance at 31 December 2019	<u>347,639</u>	<u>44,848</u>	<u>-</u>	<u>(243)</u>	<u>(45,982)</u>	<u>346,262</u>

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2019			
Land	3,000	-	3,000
Buildings	89,464	(43,041)	46,423
Building Improvements	228,855	(75,127)	153,728
Furniture and Equipment	103,029	(83,687)	19,342
Information and Communication	406,882	(316,214)	90,668
Motor Vehicles	15,044	(9,265)	5,779
Miscellaneous	38,710	(25,596)	13,114
Library Resources	31,242	(17,033)	14,209
Balance at 31 December 2019	<u>916,227</u>	<u>(569,965)</u>	<u>346,262</u>

2018	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Land	3,000	-	-	-	-	3,000
Buildings	50,317	-	-	-	(1,947)	48,370
Building Improvements	153,550	10,078	-	-	(4,970)	158,658
Furniture and Equipment	16,545	2,330	-	-	(2,666)	16,209
Information and Communication Technology	99,434	5,725	-	-	(23,725)	81,434
Motor Vehicles	7,134	-	-	-	(713)	6,421
Miscellaneous	21,708	1,304	-	-	(5,553)	17,459
Library Resources	15,708	2,885	-	(188)	(2,316)	16,089
<b>Balance at 31 December 2018</b>	<b>367,396</b>	<b>22,322</b>	<b>-</b>	<b>(188)</b>	<b>(41,890)</b>	<b>347,640</b>

2018	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Land	3,000	-	3,000
Buildings	89,464	(41,094)	48,370
Building Improvements	228,855	(70,197)	158,658
Furniture and Equipment	97,027	(80,818)	16,209
Information and Communication Technology	368,444	(287,010)	81,434
Motor Vehicles	15,044	(8,623)	6,421
Textbooks	38,710	(21,251)	17,459
Leased Assets	-	-	-
Library Resources	33,803	(17,714)	16,089
<b>Balance at 31 December 2018</b>	<b>874,348</b>	<b>(526,709)</b>	<b>347,639</b>

#### 11. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating Creditors	17,287	17,000	13,815
Employee Entitlements - Salaries	32,608	33,000	38,432
Employee Entitlements - Leave Accrual	10,766	-	8,734
	<b>60,661</b>	<b>50,000</b>	<b>60,981</b>
 Payables for Exchange Transactions	 60,661	 50,000	 60,981
	<b>60,661</b>	<b>50,000</b>	<b>60,981</b>



## 12. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	56,125	56,125	48,633
Increase/ (decrease) to the Provision During the Year	5,725	6,825	7,492
Use of the Provision During the Year	(5,900)	-	-
Provision at the End of the Year	55,950	62,950	56,125
Cyclical Maintenance - Current	15,000	22,000	22,000
Cyclical Maintenance - Term	40,950	40,950	34,125
	55,950	62,950	56,125

## 13. Finance Lease Liability

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	10,457	-	10,017
Later than One Year and no Later than Five Years	13,379	-	18,218
Later than Five Years	-	-	-
	23,836	-	28,235

## 14. Funds Held for Capital Works Projects

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

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
Outdoor Covered Area	<i>in progress</i>	-	110,851	-	-	110,851
Totals		-	110,851	-	-	110,851

### Represented by:

Funds Held on Behalf of the Ministry of Education	110,851
Funds Due from the Ministry of Education	-
	110,851

## 15. 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.

\* The School House was rented by staff members of South Makirikiri School during 2019.

\* 2 BOT members wives were on the FOS Committee during 2019 in which donations of \$21,700 were made to the School.

## 16. Remuneration

### Key management personnel compensation

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

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	2,985	3,410
Full-time equivalent members	0.06	0.14
<i>Leadership Team</i>		
Remuneration	168,225	216,743
Full-time equivalent members	1.52	2
Total key management personnel remuneration	171,210	220,153
Total full-time equivalent personnel	1.58	2.14

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

### Principal

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

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	120 - 130	110 - 120
Benefits and Other Emoluments	3 - 4	3 - 4
Termination Benefits	-	-

### Other Employees

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

Remuneration \$000	2019 FTE Number	2018 FTE Number
0	0.00	0.00
	0.00	0.00

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

## 17. Compensation and Other Benefits Upon Leaving

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

	2019 Actual	2018 Actual
Total	-	-
Number of People	-	-

## 18. Contingencies

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

### Holidays Act Compliance – schools payroll

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

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance. The Ministry has recognised an estimated provision based on the analysis of sample data, which may not be wholly representative of the total dataset for Teacher and Support Staff Entitlements. A more accurate estimate will be possible after further analysis of non-compliance has been completed, and this work is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis has been completed

To the extent that any obligation cannot reasonably be quantified at 31 December 2019, a contingent liability for the school may exist.

## 19. Commitments

### (a) Capital Commitments

As at 31 December 2019 the Board has not entered into contract agreements for capital works

(Capital commitments at 31 December 2018: \$0)

### (b) Operating Commitments

As at 31 December 2019 the Board has entered into the following contracts:

(a) operating lease of laptops;

	2019 Actual \$	2018 Actual \$
No later than One Year	-	-
Later than One Year and No Later than Five Years	-	-
Later than Five Years	-	-
	<hr/>	<hr/>
	-	-

## 20. Managing Capital

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



## 21. Financial Instruments

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

### Loans and receivables

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	322,152	252,712	165,383
Receivables	35,179	34,000	40,040
Total Financial assets measured at amortised cost	<u>357,331</u>	<u>286,712</u>	<u>205,423</u>

### Financial liabilities measured at amortised cost

Payables	60,661	50,000	60,981
Finance Leases	20,823	20,822	23,518
Total Financial Liabilities Measured at Amortised Cost	<u>81,484</u>	<u>70,822</u>	<u>84,498</u>

## 22. Subsequent events

On March 11, 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on 26 March, New Zealand increased its' COVID-19 alert level to level 4 and a nationwide lockdown commenced. As part of this lockdown all schools were closed. Subsequently all schools and kura reopened on the 18th of May 2020.

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

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



**INDEPENDENT AUDITOR'S REPORT****TO THE READERS OF SOUTH MAKIRIKIRI SCHOOL'S FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2019**

The Auditor-General is the auditor of South Makirikiri School (the School). The Auditor-General has appointed me, David Fraser using the staff and resources of Silks Audit Chartered Accountants Ltd, 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 4 to 20, that comprise the statement of financial position as at 31 December 2019, the statement of comprehensive revenue and expenses, 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 2019; 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 Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime

Our audit was completed on 29 May 2020. 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 of Trustees and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

**Emphasis of Matter – COVID-19**

Without modifying our opinion, we draw attention to the disclosures in note 22 on page 20 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

**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 of Trustees for the financial statements**

The Board of Trustees 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 of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of Trustees 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 of Trustees' responsibilities arise from 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 of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

#### **Other information**

The Board of Trustees is responsible for the other information. The other information comprises the Board of Trustees schedule included under the School Directory page and the Analysis of Variance, and Kiwisport statement included as an appendix, 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 (Revised): *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.



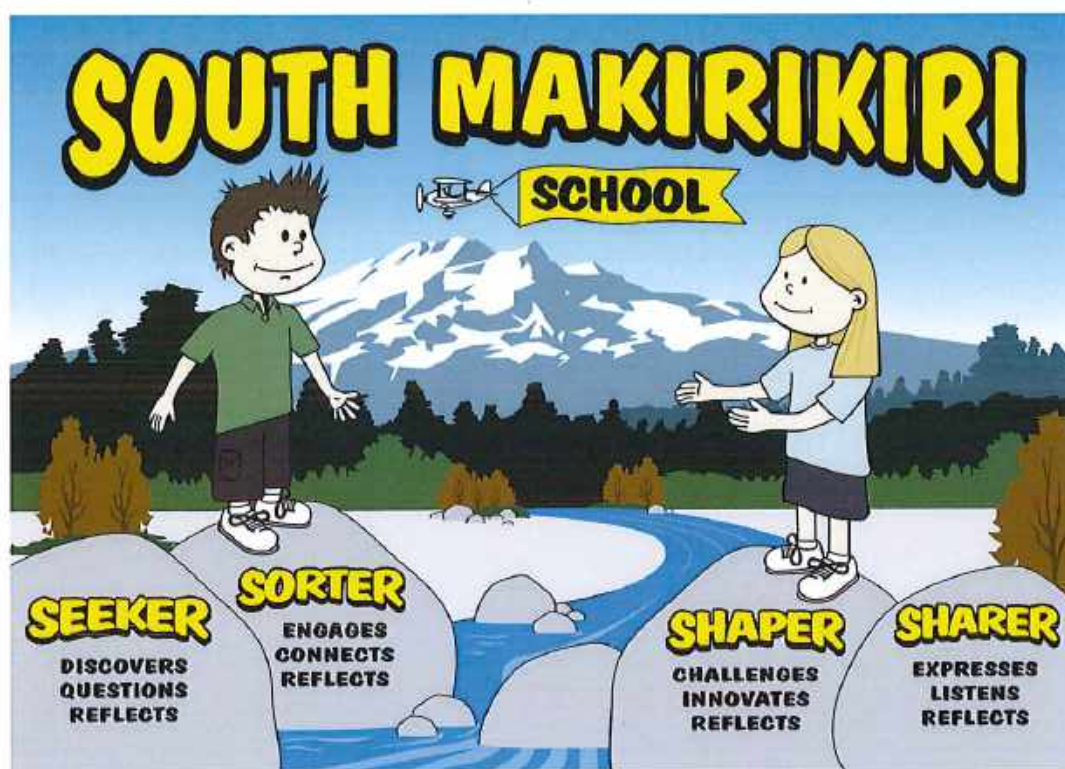
**David Fraser**  
Silks Audit Chartered Accountants Ltd  
On behalf of the Auditor-General  
Whanganui, New Zealand



# **SOUTH MAKIRIKIRI**

 **SCHOOL**

## Targets 2019



"Learning is our treasure to seek and share for life."  
"He tāonga te akonga ki te kimikimi ki te tohatoha i ngā wā katoa."

# SOUTH MAKIRIKIRI SCHOOL

## ACHIEVEMENT TARGETS

### TARGET 1: Raising the achievement of our students in Writing

<b>Strategic Aim:</b>	<p><b>SEEKER:</b> To provide students with the opportunities to seek learning experiences in all curriculum areas, with an emphasis on a Localised Curriculum. The minimum expectation is to be achieving at age appropriate curriculum level. (Refer Annual Goal 1)</p> <p><b>SHAPER:</b> To facilitate learning that enables students to become creators of their own knowledge. (Refer Annual Goal 3)</p>
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**Strategic Objectives:**

- Improve teacher effectiveness, pedagogy and practice
- Develop teachers' confidence and ability in writing teaching
- Address the needs of students 'at risk' or 'cause for concern' in relation to Curriculum Levels for their year.
- Continue to increase the achievement in Writing of all students
- Monitor student achievement in Writing using a variety of useful assessment tools

**Curriculum Area:** Writing

**Stepping Stones to Learning (Key Competencies):**

- Seeker
- Shaper

**School-Wide Annual Objectives and Aim (Outcome):**

- To increase the number of students achieving At or Above the desired Curriculum level in writing.

# Writing

	Above 3	Above 2	Above1	At 3	At 2	At 1	Below 3	Below 2	Below 1
Yr 1 2018									
2019			2 10%	1 5%	9 43%	1 5%	4 19%	4 19%	
Yr 2 2018			1 6%	1 6%	7 39%		6 33%	3 17%	
2019			2 11%	2 11%	3 16%	5 26%	3 16%	3 16%	1 5%
Yr 3 2018		1 6%	2 11%	2 11%	4 22%	3 17%	3 17%	1 6%	2 11%
2019			2 13%	1 7%	7 47%			4 27%	1 7%
Yr 4 2018					7 50%	1 7%		5 36%	1 7%
2019				4 25%	5 31%	1 6%	2 13%	4 25%	
Yr 5 2018				1 6%	14 88%				
2019				5 36%	6 43%	2 14%	1 7%		
Yr 6 2018		2 12%			11 65%	3 18%	1 6%		
2019		3 21%	1 7%	3 21%	5 36%	2 14%			
Yr 7 2018		7 39%			8 44%			3 17%	
2019	2 12%	2 12%	1 6%	3 18%	6 35%	2 14%			
Yr 8 2018		2 13%	2 13%		2 13%	4 27%	2 13%	2 13%	1 7%
2019		6 40%			4 27%	3 20%			2 13%

**Year 2-3 writers from 2019 below expectation.**

**Year 5 writers At or Below (3 Students)**

**Continue to increase the ability of Year 4 Writers who have progressed or maintained Below or AT 1**



**2019 Annual Targets:** (Based on 2018 data and year groups)

Formal analysis of our Curriculum level achievement data demonstrated the following areas for future focus at our school.

**Primary Targets:**

1. **To decrease the number of students achieving under their desired curriculum level in 2019.**

**Currently 32 students are below the expected level at the beginning of 2019. To reduce by 30% (10 students)**

**Sub Target 1** – Increase the motivation and achievement in writing for all year levels and particularly boys 2019. Move at least 13 students to 'AT' Curriculum expectation for 2019.

**Sub Target 2** – Move at least 2 students in Year 8 from Below to At the expected level.

Move at least 3 students in Year 3 from below to the desired curriculum level.

Move at least 5 students in Year 2 from below to the desired curriculum level.

**Sub Target 3** – Increase the number of students in Year 5 to Above the desired curriculum level. (6 Students)

From the Data all three Sub Target goals have been achieved.

There has been a shift of 10 Students overall from Below to At.

Planned Actions for 2019	Outcome	Reason	Evaluation
<b>Assessment</b> Review the assessment information with teachers and identify target students and their learning needs. Prepare plans for achievement for targeted students.	The assessment has a purpose and is used to review impact and develop next step learning or support intervention groups.	The termly moderation of eastle has supported confidence in OTJ	This will continue in 2020 through PacT tool.
Regularly review and report our student achievement information to the Board of Trustees (at least two times annually).	Increased awareness to the impact of teacher intervention, classroom practice and not waiting until the end of the year to see if there is progress. BOT increasing funding to support areas of need. Principal targeting TA hours to support learning specifically	Wanting to see progress more regularly means we can measure success/ effect.	Team leaders to now begin to drive the monitoring, creating a sustainable model. Not driven through Principal or BOT but teachers seeing the worth in evaluating / monitoring movement. Potential to report to parents on a more regular basis.

Mid-year review of assessment data to evaluate progress and identify strengths and weaknesses.	As above.		
Review procedures and timetabling for moderation of student assessments. Use PACT and peer moderation to ensure accuracy and consistency.	Creating a more cyclical assessment timeline that match reporting to parents, providing next steps learning. Collaboration occurs amongst teams when assessing.	Purposeful assessment, clear expectation of when assessing occurs and what we do with the information.	Modify and edit 2020 assessment timeline to fit the use of some tools and fit with the years plan.
Establish engage Monday's with a focus on providing interesting engaging experiences relating to 'Our Place'	This has seen an increase in motivation for learners and teachers. Creating new learning opportunities, hands on experiences, supports engagement for boys. Motivation and engagement has seen increase in achievement.	It was identified that the settling kids into the week of learning actually reduced the amount of learning time. Re setting routines or explaining expectations. The focus is now on engaging and then seeing where the learning may need to go.	Continue with engage days, teachers choice on when this occurs, fitting with Place Based learning.
Complete extensive end of year data analysis to evaluate our targets and set new ones for 2019.	Continued targeted funding and employment.	Having the data guide where to put the best resources. While we will have TA support we will always look for Teacher support for learners when the money/ staffing allows.	Continue annual analysis.
Introduce e-asttle as a writing assessment tool. Using e-asttle matrix for collaborative moderation.	This will now be the PacT tool, CoL initiative.		

<b>Extension/Support</b> Run Writing extension programmes for students achieving 'At' the desired Curriculum Level- with a view to moving them to 'Above'.	This has been achieved through the engage days. Finding the motivation for learners and having meaningful purposes to write about. Intermediate writers award challenge as well extended our older more able students.	Giving the purpose for writers, audience and opportunity to present has given those achieving at a high level to be supported and challenged further.	
Provide additional opportunities for students to promote their writing through competitions, blogs and newsletters.	Two students highly commended, whole class challenged to attempt writers challenge. Majority of students drafted initial essays. Speech competitions	Intermediate writers award challenge as well extended our older more able students.	Continue to source opportunities.
Provide opportunities for teachers to attend cluster writing moderation sessions	This didn't occur. We will look at being the instigators of this.		While this is desired time is always a barrier. Committing PLD time to this will be a focus in the future.
Allocate staff meeting times to discuss target students and plan for further teaching and learning.	Termly reflections give purpose to the terms writing.		Provide termly PLPD season on the CODE for new staff to get a good understanding.
Enlist the services of RTLB to continue our 'Junior Literacy Project' with a focus of working on phonetical awareness for our 'at risk' students	Small group sessions for 10 week blocks funded. This supported us to continue to fund Teacher Aides. Accelerated learning was not always evident.	It is recognised that these students we are targeting to move are already significantly below the expected level of achievement. Working in small groups is a benefit.	Where possible funding teachers to support small group learning will always enhance to opportunity to learn.



<b>Performance Management</b> Personal teacher inquiries will be discussed termly using student achievement data.	Teachers are always reviewing the programmes and effectiveness of practice. Team discussions and supporting of each other and the needs of the learners in their spaces is at the start of each meeting..	We are constantly reflecting on our impact. We have had a massive shift in the motivation and engagement through teachers. This has had a motivational change from our boys as their writing has a purpose.	Continue place based engagement and motivation Mondays.
<b>Formative Assessment</b> Engage with students to regularly self review and peer assess against Success Criteria and writing matrix. Assist in identifying next learning steps	Moving to use PaCT tool consistently in writing to assess progress but give clarity to next step learning. This will have an impact on seeing longitudinal data as we will take 2 years to get in place.		PaCT will become our standardised assessment tool. Even though it comes down to teacher OTJ. The more consistent and familiar we are with using it the better evaluation and assessment we will have.
Continue to use exemplars within the classroom to enable students to self and peer assess.			
<b>Collaboration</b> Share information with parents on a regular basis via Learning Conversations and written reports.			
Ensure goals set are reported to families through student homework, blogs and regular discussion.			
<b>Boys and Writing</b> Develop the Engage Mondays as a way to motivate boys in their writing.	As above	We are constantly reflecting on our impact. We have had a massive shift in the motivation and engagement through teachers. This has had a motivational change from our boys as their writing has a purpose.	This will continue and evolve to have the Arts to motivate girls.

<b>iPad/Chromebook Implementation</b> Teachers to explore the use of the iPad to support the teaching of Writing within the classroom. Use Chromebooks and digital platforms to seek relevant audiences.	Using Zulu Desk to update iPads with useful apps. Saves teachers time and specific to relevant ages.	Using/ having the best applications for the right purpose
<b>COMMENTS:</b> <b>Overall progress has been pleasing there are some critical areas in relation to curriculum levels that will be focus in 2020. As students move through Curriculum levels at year levels we seem to have some regressions.</b>  <b>NEXT STEPS for 2020:</b> New RTLIT in place and prepared to support teachers and learners. Continue to use expert teachers to develop knowledge of new teachers into using the CODE. Target students identified within class groups, students placed in learning groups with on top of/ hot spot learning to be promoted through a variety of ways. Teacher intervention, TA intervention, Outside agency support. RTLIT to be engaged in referrals, teacher support and modelling practice to teachers and TA.		

# SOUTH MAKIRIKIRI SCHOOL

## ACHIEVEMENT TARGETS

### TARGET 2: Raising the achievement of our students in Mathematics

<b>Strategic Aim:</b>	<p><b>SEEKER:</b> To provide students with the opportunities to seek learning experiences in all curriculum areas, with an emphasis on a Localised Curriculum. The minimum expectation is to be achieving at age appropriate curriculum level. (Refer Annual Goal 1)</p> <p><b>SHAPER:</b> To facilitate learning that enables students to become creators of their own knowledge. (Refer Annual Goal 3)</p> <p><b>SHARER:</b> To utilise online technologies to collaboratively further student engagement and ownership of learning. (Refer Annual Goal 4)</p>
<b>Strategic Objectives:</b> <ul style="list-style-type: none"> <li>• Improve teacher effectiveness, pedagogy and practice</li> <li>• Develop teachers' confidence and ability in numeracy teaching</li> <li>• Address the needs of students 'at risk' or 'cause for concern' in relation to the Curriculum Levels for their year</li> <li>• Develop teachers' confidence and ability to assess in relation to the Curriculum Levels.</li> <li>• Continue to increase the achievement in Mathematics of all students</li> <li>• Monitor student achievement in Mathematics and Statistics using a variety of useful assessment tools</li> </ul>	
<b>Curriculum Area:</b> Mathematics and Statistics (Numeracy)	<b>Stepping Stones to Learning (Key Competencies):</b> <ul style="list-style-type: none"> <li>• Seeker</li> <li>• Shaper</li> <li>• Sharer</li> </ul>
<b>School-Wide Annual Objectives and Aim (Outcome):</b> <ul style="list-style-type: none"> <li>• To increase the number of students achieving 'At' or 'Above' the desired Curriculum level..</li> <li>• To lift the achievement of those students achieving 'Below' the desired curriculum level.</li> </ul>	

## Mathematics

	Above 3	Above 2	Above1	At 3	At 2	At 1	Below 3	Below 2	Below 1
Yr 1 2018					<b>92%</b> <b>(12)</b>		<b>8%</b> <b>(1)</b>		
2019			<b>23%</b> <b>(3)</b>	<b>15%</b> <b>(2)</b>	<b>54%</b> <b>(7)</b>	<b>8%</b> <b>(1)</b>			
Yr 2 2018			<b>6%</b> <b>(1)</b>	<b>6%</b> <b>(1)</b>	<b>47%</b> <b>(8)</b>	<b>24%</b> <b>(4)</b>	<b>18%</b> <b>(3)</b>		
2019		<b>6%</b> <b>(1)</b>	<b>12%</b> <b>(2)</b>	<b>12%</b> <b>(2)</b>	<b>29%</b> <b>(5)</b>	<b>12%</b> <b>(2)</b>	<b>18%</b> <b>(3)</b>	<b>12%</b> <b>(2)</b>	
Yr 3 2018			<b>29%</b> <b>(4)</b>	<b>29%</b> <b>(4)</b>	<b>14%</b> <b>(2)</b>		<b>29%</b> <b>(4)</b>		
2019		<b>7%</b> <b>(1)</b>	<b>14%</b> <b>(2)</b>		<b>50%</b> <b>(7)</b>			<b>21%</b> <b>(3)</b>	<b>7%</b> <b>(1)</b>
Yr 4 2018					<b>57%</b> <b>(8)</b>		<b>7%</b> <b>(1)</b>	<b>29%</b> <b>(4)</b>	<b>7%</b> <b>(1)</b>
2019		<b>7%</b> <b>(1)</b>	<b>7%</b> <b>(1)</b>	<b>14%</b> <b>(2)</b>	<b>29%</b> <b>(4)</b>	<b>7%</b> <b>(1)</b>	<b>21%</b> <b>(3)</b>	<b>14%</b> <b>(2)</b>	
Yr 5 2018		<b>7%</b> <b>(1)</b>		<b>7%</b> <b>(1)</b>	<b>71%</b> <b>(10)</b>	<b>7%</b> <b>(1)</b>	<b>7%</b> <b>(1)</b>		
2019			<b>14%</b> <b>(2)</b>	<b>7%</b> <b>(1)</b>	<b>57%</b> <b>(8)</b>	<b>14%</b> <b>(2)</b>		<b>7%</b> <b>(1)</b>	
Yr 6 2018		<b>29%</b> <b>(4)</b>	<b>7%</b> <b>(1)</b>		<b>43%</b> <b>(6)</b>	<b>14%</b> <b>(2)</b>	<b>7%</b> <b>(1)</b>		
2019		<b>7%</b> <b>(1)</b>	<b>36%</b> <b>(5)</b>	<b>14%</b> <b>(2)</b>	<b>29%</b> <b>(4)</b>	<b>14%</b> <b>(2)</b>			
Yr 7 2018		<b>24%</b> <b>(4)</b>			<b>53%</b> <b>(9)</b>			<b>24%</b> <b>(4)</b>	
2019		<b>12%</b> <b>(2)</b>	<b>12%</b> <b>(2)</b>	<b>41%</b> <b>(7)</b>	<b>24%</b> <b>(4)</b>	<b>6%</b> <b>(1)</b>	<b>6%</b> <b>(1)</b>		
Yr 8 2018		<b>7%</b> <b>(1)</b>	<b>27%</b> <b>(4)</b>	<b>7%</b> <b>(1)</b>	<b>7%</b> <b>(1)</b>	<b>13%</b> <b>(2)</b>	<b>7%</b> <b>(1)</b>	<b>33%</b> <b>(5)</b>	
2019		<b>13%</b> <b>(2)</b>	<b>33%</b> <b>(5)</b>	<b>13%</b> <b>(2)</b>	<b>27%</b> <b>(4)</b>		<b>13%</b> <b>(2)</b>		

Progress in Year 5 group- year 6 2020. Maintaining is good, extension would be aspirational.

Year 3-Yr 4 2020 to push those who have achieved above to return back to this desired level of achievement.



**2019 Annual Targets:**

Formal analysis of our 2018 Curriculum Level data demonstrated the following areas for future focus at our school.

**Primary Target -****1. To achieve 85% of students achieving At or Above the curriculum level for Maths in 2019**

Move 13 students from Below to the Desired Curriculum Level.

**Sub Target 1** – Decrease the number of Year 7 students achieving below the desired curriculum level in 2019. 6 students currently, reduce to 3. **ACHIEVED, 1 student below**

Decrease the number of Year 3 and Year 4 students achieving Below the desired Curriculum level by 50% Move 6 students. **Not Achieved,**

**Sub Target 2** - Increase the number of Year 5 students achieving Above the curriculum level in 2019

**Not Achieved.**

Planned Actions for 2019	Outcome	Reason	Evaluation
<b>Assessment</b>			
Review assessment information with teachers and identify target students and their learning needs.	Target specific students to maximise progress. Being able to create purposeful learning as on top learning for targeted students.	Analysing data regularly will enable teachers/ SLT (senior Leadership Team) to monitor the impact of learning opportunities. How much support is required and ask questions about what/who would be the best resource.	Termly monitoring has meant we are being more critical of what/ how we are doing interventions with more flexibility on who/what the interventions might be. WE will continue with this practice within teams and across school.
Regularly review and report our student achievement information to the Board of Trustees.			
Moderation - peer moderation to take place within scheduled Team Meetings.			Termly monitoring has meant we are being more critical of what/ how we are doing interventions with more flexibility on who/what the interventions might be. WE will continue with this practice within teams and across school.
Mid-year review of assessment data to evaluate progress and identify strengths and weaknesses.	Reviewing and evaluating the impact of interventions and classroom practice		

Analyse PATs in depth using the online NZCER tool. Generate strengths and weaknesses both as a class and for individual students.	Classroom analysis is used to identify gaps in learning. Tracking is used but it is a long time between tests and therefore not showing progress as it happens. This will hopefully be solved through using the PaCT tool.		Use alongside the PaCT tool to give teachers more information throughout the school year. Waiting until the end of the year is not productive to seeing what impact the interventions are having.
Track scale scores to show progress and achievement over time.			
Complete extensive end of year data analysis to evaluate our targets and set new ones for 2019.	Creating new target students is a priority and discussing the impact of the interventions or classroom practice.	Analysing the impact of the interventions, practices, shaping TAI for classroom teachers.	Continue with this as teachers then own the data and also have an active role in reviewing what is occurring and identify what will work for the following year/ term.
Provide release for teachers to assess students individually on JAM & GLOSS assessments for students	Decreasing teacher workload and maximising the teaching time for students.	Common during testing/evaluating that meaningful teaching occurs. Minimising the disruption by providing a teacher to continue with classroom learning while assessment takes place.	This will continue where possible
Utilise an intervention teacher to work with target students 3x per week on Hot spot teaching.			Where
<b>Teaching As Inquiry</b> Use the Teaching As Inquiry model to inquire into the impact of the teaching on the students, as highlighted through our data collection procedures. Engage whanau in what is being learnt in Mathematics to support at home.			
Allocate staff meeting times to discuss target students and plan for further teaching and learning. Facilitate cross-grouping in Years 5,6,7,8.			
<b>Performance Management</b> Use peer observation to provide time for teachers to work collaboratively.			
<b>Formative Assessment</b> Engage with students to regularly self review and peer assess against Success Criteria.			

<b>Collaboration</b> Share information with parents on a regular basis via Learning Conversations and written reports.			
Ensure goals set are reported to families through student homework, blogs and regular discussion.			
<b>Teacher Aide Support</b> Investigate the use of Select Teacher Aide support for target students.			
Teacher Aide to target Number Knowledge as identified within Numeracy Diagnostic Assessments.			
<b>Extension/Support</b> Provide opportunities for extension for students achieving at or above the standard through maths competitions, Otago problem solving.			
<b>Online Technology</b> Use Study Ladder to supplement the classroom programme.	We did not see the value for money in study ladder so sought other options.		With a change in staff the driver for this initiative was not present in 2019 which did not become a focus for new leader. IXL was the programme of choice in 2019. We will continue to use this to engage and motivate learners on their personal journey in maths.
Set tasks through Studyladder to be completed at home.			IXL has become the online platform we use to support learning at home. More cost effective and can meet other needs. Eg literacy.
Investigate the cost and effectiveness of IXL as an online Mathematics learning tool.			
<b>Resources</b> Continue to implement our school Mathematics Resources Plan. Continue to use people as a resource. Intervention teacher.			
<b>COMMENTS:</b> A concern is what has occurred in our year 2 and 3 year groups were no clear progress was made for our lower achieving students. More PD support through the Maths leader will be made a priority for 2020. Investigating what we are teaching and how we are meeting the needs of individuals.			
<b>Next Steps for 2020:</b> Focus for Mathematics leader to establish Mathematics as a focus for staff development. Integration of a Homework book to reinforce at school learning. Maths booster programmes to give students basic facts, number knowledge skills with confidence. RTLB to be engaged in supporting the development of TA in practice and supporting individuals needs. Individual class/Year level targets with students identified, involved in groups and Teacher/ TA Interventions to begin as soon as swimming in term 1 is completed.			



# SOUTH MAKIRIKIRI SCHOOL

## ACHIEVEMENT TARGETS

### TARGET 3: Raising the achievement of our students in Reading

<b>Strategic Aim:</b>	<p><b>SEEKER:</b> To provide students with the opportunities to seek learning experiences in all curriculum areas, with an emphasis on a Localised Curriculum. The minimum expectation is to be achieving at age appropriate curriculum level. (Refer Annual Goal 1)</p> <p><b>SHAPER:</b> To facilitate learning that enables students to become creators of their own knowledge. (Refer Annual Goal 3)</p> <p><b>SHARER:</b> To utilise online technologies to collaboratively further student engagement and ownership of learning. (Refer Annual Goal 4)</p>
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#### Strategic Objectives:

- Improve teacher effectiveness, pedagogy and practice
- Develop teachers' confidence and ability in reading teaching
- Address the needs of students 'at risk' or 'cause for concern' in relation to the Curriculum levels for their year
- Continue to increase the achievement in Reading of all students
- Monitor student achievement in Reading using a variety of useful assessment tools

#### Curriculum Area: Reading

#### Stepping Stones to Learning (Key Competencies):

- Seeker
- Shaper
- Sharer

#### School-Wide Annual Objectives and Aim (Outcome):

- To increase the number of students achieving 'At' or 'Above' the desired Curriculum Level
- To lift the achievement of those students achieving 'Below' or 'Well Below' the desired Curriculum Level.

#### 2019 Annual Targets:

(Based on 2018 data and year groups)

Formal analysis of our Curriculum level data demonstrated the following areas for future focus at our school.

#### Primary Target -

#### 1. To achieve 85% of students achieving at or above the desired curriculum level in 2019

**Sub Target 1** - Decrease the number of students achieving below the expected Curriculum level in reading for 2019

Currently 26% (34 students) Target to move 50% of these students (17 students) **Actual 23 students still achieving below the desired level. We did move 33% of below students.**

**Sub Target 2** - Decrease the number of students after 2 years at school achieving below the expected level reading in 2019

Currently 50% (9 students) Target to move 50% of these students (5 students) **Not Achieved. This will be a major focus for the beginning of term 1 2020.**

**Reading:**

	Above 3	Above 2	Above1	At 3	At 2	At 1	Below 3	Below 2	Below 1
Yr 1 2018					23% (3)		77% (10)		
2019		8% (1)	15% (2)	15% (2)	15% (2)	23% (3)	23% (3)		
Yr 2 2018		6% (1)		12% (2)	24% (4)	6% (1)	35% (6)	18% (3)	
2019	6% (1)	12% (2)	24% (4)	6% (1)			24% (4)	12% (2)	18% (3)
Yr 3 2018		14% (2)	50% (7)	7% (1)			21% (3)	7% (1)	
2019	14% (2)		36% (5)	21% (3)		14% (2)		7% (1)	7% (1)
Yr 4 2018					57% (8)	7% (1)		29% (4)	7% (1)
2019		7% (1)		21% (3)	36% (5)	7% (1)	7% (1)	21% (3)	
Yr 5 2018		14% (2)			79% (11)			7% (1)	
2019			14% (2)		64% (9)	21% (3)			
Yr 6 2018		29% (4)	14% (2)	7% (1)	29% (4)	14% (2)	7% (1)		
2019	7% (1)	36% (5)		36% (5)	21% (3)				
Yr 7 2018		47% (8)			35% (6)	12% (2)		6% (1)	
2019	6% (1)	18% (3)	24% (4)	18% (3)	29% (5)			6% (1)	
Yr 8 2018	7% (1)	20% (3)	27% (4)	7% (1)	27% (4)			13% (2)	
2019			60% (9)	13% (2)	13% (2)			13% (2)	

Year 2 / 3 Reading: Target Students for the intervention Especially Below 3

Year 7 Above students to continue to extend.

Maintain Progress in Year 6 of AT. Moving to another curriculum level is challenging in one academic year.

Maintain Year Year 3 Above students.

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Planned Actions for 2019	Outcome	Reason	Evaluation
<b>Assessment</b> Review assessment procedures with teachers to ensure Running Records are completed accurately and consistently.	This has put pressure on teachers at critical times.	Having consistent data, regularly, to inform teacher programmes.	Will need to provide release/teacher support to ensure teachers are completing assessments and feed forward documents termly.
Review the assessment information with teachers and identify target students and their learning needs.	Clarification of what we assess and when we assess. Asking why? What has been the impact for learners?	Having teachers take ownership of assessment data will support the right resources being put in place at a time that it will be utilised.	This is completed within teaching teams. The deeper question will be what extra support do you need?
Regularly review and report our student achievement information to the Board of Trustees.	Twice yearly reporting is still not enough. To be able to get funding allocated when there is a need. Feedback on intervention groups has been more robust with		Increasing the reporting of sample assessment to BOT, Particularly for our target students. Often we don't really reflect until after the fact and have not made enough changes to have an impact.
Moderation - peer moderation and consistency in terms of National Standards Overall Teacher Judgments.	Getting consistency no matter which school students come from or go to. Having different teachers should not matter. Confident teachers in their assessment is the goal and moderation helps improve confidence to make an assessment.	This again comes down to time. It is perceived that this could be a focus within the CoL but in hindsight it may be more purposeful doing this with more similar schools. Eg Halcombe, Newbury, Opiki?	We did not moderate across schools, this is done within teams and the next step is to find time to do this across the sector.
Mid-year review of assessment data to evaluate progress and identify strengths and weaknesses.	Discussed and re evaluate goals, add more teaching resources to support learners when needed.		
All students in Years 4-8 to sit PAT Reading Comprehension and Vocabulary.			Not used in 2019 due to asking what is the purpose and then impact for teaching. This testing does not indicate where next to take the learning.
Analyse scale scores and compare with previous years to track student progress and achievement.			



Complete extensive end of year data analysis to evaluate our targets and set new ones for 2020.	Have teaching teams engaged in what abilities is in there classroom and where next to take the learning.	Focusing learning at specific areas or needs and differentiating the learning to provide students with just in time learning.	This takes place during term 1 as teachers then have a good relationship with students rather than focusing on what they don't know. Involving parents in how together we can best support the learner.
<b>Teaching As Inquiry</b> Use the Teaching As Inquiry model to Inquire into the impact of the teaching on the students.			
Professional Development to increase teacher knowledge and understanding of the alphabetic code, develop teacher practice for the explicit and systematic teaching of reading (Junior School) and spelling (whole school). Literacy Lead teachers to provide.			
Enlist the services of RTLB to continue our 'Junior Literacy Project' with a focus of working on phonological awareness for our 'at risk' students	Small group booster sessions have had an increase in motivation from the children, supported through Teacher Aide. This then gives an opportunity for learning to extend with increased student motivation.	Having a positive self worth enable students to take more risks. Building resilience will enable students to continue to take risks with their learning and in turn increase understanding.	Continue to manage TA timetables to provide learning opportunities in small groups, language
Allocate staff meeting times to discuss target students and plan for further teaching and learning.	This has been part of the PaCT development amongst staff. As we gain more understanding of the tool and the feedforward we will have		
<b>Performance Management</b>			
Use peer observation to provide time for teachers to work collaboratively.			
<b>Web-based Programmes</b> Investigate the use of web-based programmes to promote student progress and achievement (eg Zip Tales, Lexia, Sunshine Online, Khan Academy).			

<b>Library</b> Survey our students as to their requirements for future library purchasing.			This has not happened.
<b>Formative Assessment</b> Engage with students to regularly self review and peer assess against Success Criteria.			We will move this to a 2020 goal.
Make the matrix a working document for staff and students to utilise within the classroom environment. Use the matrix to set goals, reflect and create next learning steps.	This was not used in 2019.		With a change in staff the driver for this initiative was not present in 2019 which did not become a focus for new leader.
<b>Collaboration</b> Share information with parents on a regular basis via Learning Conversations and written reports.			
Ensure goals set are reported to families through student homework, blogs and regular discussion.			
Invite our parent community in to assist with Reading mileage within the classroom environment.			Initiate PPPPause Prompt Praise programme with some of our grandparents or parents to read with our emergent readers. Likewise having buddy reading time. Having our senior kids reading with juniors to mentor them.
<b>Oral Language &amp; Other Resources</b> Investigate ways to assess the oral language levels of our students.	This has not been achieved in 2019.		Potentially this could be a driver for 2020 Assessment practices.
Review the levels of oral language and assess their impact on the Reading achievement of our students.			
Intervention Teacher for Reading working with Target students 3 x week.	This has seen progress in our target students in Year 4 group group. The phonological knowledge does take longer to embed but the acceleration can be seen as they progress beyond Year 3.		Continue the teacher lead intervention especially within the junior class. Give them the best possible start and hopefully we do not have to fill as many gaps. Students picking the best tool to show there understanding
<b>Teacher Aide Support</b> Select target students to receive Teacher Aide support.			

<b>iPad Implementation Plan</b> Continue to refine the teaching of reading with the support of the iPad.	Students picking the right device to support showing their level of understanding.		Continue to resource the purchasing of apps/ devices to support learning.
<p><b>COMMENTS:</b> While we have not had the anticipated movement of Below Students it needs to be recognised that these students are already well below the expected level. This often takes two to three years of continued acceleration to see the gains.          It will be a major focus for termly discussions within junior team along with reviewing the reading books going home</p> <p><b>Next Steps for 2020:</b>          Initiate PPPPause Prompt Praise programme with some of our grandparents or parents to read with our emergent readers. Likewise having buddy reading time. Having our senior kids reading with juniors to mentor them.          Engage in RTLT support in ups killing teachers in the practice of the CODE, provide PLD support for teachers to continue to up-skill in MSL training.          Intervention/Hot spot teaching with a teacher to remain a focus for BOT funds. Shift from providing TA support to Teacher intervention.</p>			





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25th May 2020

To whom it may concern,

The Kiwisport fund in 2019 has been utilised at South Makirikiri School in a range of ways to promote active students, support participation, new skill development so that no student misses out on the opportunity to participate.

- Subsidise (in special circumstances pay for) the cost of individual sport registration per student. Eg Hockey fees, Netball fees.
- Acquisition of new sports equipment to promote sports. Eg Basketball hoops. Fitness track.
- Entry to local sports events. Tough kids, triathlon.

This has benefited all students at South Makirikiri.

Ngā mihi,

Greg Allan  
Principal