

COLEY STREET SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

School Directory

Ministry Number: 2352

Principal: Peter Kemp

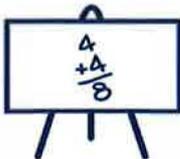
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School Email: principal@colestreet.school.nz

Accountant / Service Provider:



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COLEY STREET SCHOOL

Annual Report - For the year ended 31 December 2021

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Board of Trustees

Coley Street 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.

Roger Wayne Clement

Full Name of Presiding Member

R.W. Clement

Signature of Presiding Member

Date: 21/09/2022

PETER JAMES KEMP

Full Name of Principal

P Kemp

Signature of Principal

Date: 21/09/2022

Coley Street School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue				
Government Grants	2	2,374,205	2,083,665	2,084,619
Locally Raised Funds	3	18,715	19,990	23,655
Interest Income		5,115	10,000	10,377
		<u>2,398,035</u>	<u>2,113,655</u>	<u>2,118,651</u>
Expenses				
Locally Raised Funds	3	13,946	11,950	5,845
Learning Resources	4	1,550,418	1,541,801	1,414,470
Administration	5	333,827	127,834	107,079
Finance		-	-	1,046
Property	6	416,551	493,257	498,952
Depreciation	10	34,876	30,000	61,380
Loss on Disposal of Property, Plant and Equipment		30,738	-	1,015
		<u>2,380,356</u>	<u>2,204,842</u>	<u>2,089,787</u>
Net Surplus / (Deficit) for the year		17,679	(91,187)	28,864
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>17,679</u></u>	<u><u>(91,187)</u></u>	<u><u>28,864</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.

Coley Street School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Equity at 1 January		640,715	630,000	600,334
Total comprehensive revenue and expense for the year		17,679	(91,187)	28,864
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	11,517
Equity at 31 December		658,394	538,813	640,715
Retained Earnings		658,394	538,813	640,715
Reserves		-	-	-
Equity at 31 December		658,394	538,813	640,715

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.

Coley Street School

Statement of Financial Position

As at 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Assets				
Cash and Cash Equivalents	7	296,582	14,565	23,133
Accounts Receivable	8	106,478	10,000	92,603
GST Receivable		5,499	4,154	4,154
Prepayments		6,962	7,000	11,461
Funds held for Capital Works Projects	16	-	6,824	4,946
Investments	9	452,780	485,466	485,466
		<u>868,301</u>	<u>528,009</u>	<u>621,762</u>
Current Liabilities				
Accounts Payable	11	130,310	120,000	120,954
Revenue Received in Advance	12	26,422	1,318	1,318
Provision for Cyclical Maintenance	13	11,733	-	7,500
Finance Lease Liability	14	1,780	5,832	5,832
Funds held in Trust	15	2,165	2,165	2,165
Funds held for Capital Works Projects	16	160,542	-	-
		<u>332,952</u>	<u>129,315</u>	<u>137,769</u>
Working Capital Surplus/(Deficit)		535,349	398,694	483,993
Non-current Assets				
Property, Plant and Equipment	10	192,250	215,450	220,051
		<u>192,250</u>	<u>215,450</u>	<u>220,051</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	13	68,763	74,339	58,700
Finance Lease Liability	14	442	992	4,629
		<u>69,205</u>	<u>75,331</u>	<u>63,329</u>
Net Assets		<u><u>658,394</u></u>	<u><u>538,813</u></u>	<u><u>640,715</u></u>
Equity		<u><u>658,394</u></u>	<u><u>538,813</u></u>	<u><u>640,715</u></u>

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

Coley Street School

Statement of Cash Flows

For the year ended 31 December 2021

	Note	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash flows from Operating Activities				
Government Grants		602,178	533,665	571,448
Locally Raised Funds		44,277	19,990	22,540
Funds Administered on Behalf of Third Parties		-	-	2,165
Goods and Services Tax (net)		(5,499)	-	1,851
Payments to Employees		(357,147)	(392,790)	(335,520)
Payments to Suppliers		(161,022)	(113,413)	(160,567)
Cyclical Maintenance Payments in the year		-	(7,500)	(8,591)
Interest Paid		-	-	(1,046)
Interest Received		5,115	10,000	10,984
Net cash from/(to) Operating Activities		127,902	49,952	103,264
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(44,388)	(53,000)	(22,844)
Purchase of Investments		-	-	(94,610)
Proceeds from Sale of Investments		32,686	-	-
Net cash from/(to) Investing Activities		(11,702)	(53,000)	(117,454)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	11,517
Finance Lease Payments		(8,239)	(3,637)	(3,287)
Funds Administered on Behalf of Third Parties		165,488	(1,883)	17,332
Net cash from/(to) Financing Activities		157,249	(5,520)	25,562
Net increase/(decrease) in cash and cash equivalents		273,449	(8,568)	11,372
Cash and cash equivalents at the beginning of the year	7	23,133	23,133	11,761
Cash and cash equivalents at the end of the year	7	296,582	14,565	23,133

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.

Coley Street School

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

a) Reporting Entity

Coley Street 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 13.

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.

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) 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.

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	20–50 years
Furniture and equipment	5–10 years
Information and communication technology	4-5 years
Motor vehicles	5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

j) 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.

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 and grants received 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.

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

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	506,370	471,349	499,216
Teachers' Salaries Grants	1,269,353	1,200,000	1,160,358
Use of Land and Buildings Grants	274,105	350,000	348,028
Other MoE Grants	286,337	53,320	49,354
Other Government Grants	38,040	8,996	27,663
	<u>2,374,205</u>	<u>2,083,665</u>	<u>2,084,619</u>

The school has opted in to the donations scheme for this year. Total amount received was \$34,800).

3. Locally Raised Funds

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

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Revenue			
Donations & Bequests	1,913	1,500	4,622
Fees for Extra Curricular Activities	3,054	7,450	-
Trading	384	-	423
Fundraising & Community Grants	-	-	712
Other Revenue	13,364	11,040	17,898
	<u>18,715</u>	<u>19,990</u>	<u>23,655</u>
Expenses			
Extra Curricular Activities Costs	7,616	8,450	-
Trading	373	-	329
Fundraising and Community Grant Costs	-	-	152
Other Locally Raised Funds Expenditure	5,957	3,500	5,364
	<u>13,946</u>	<u>11,950</u>	<u>5,845</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>4,769</u>	<u>8,040</u>	<u>17,810</u>

4. Learning Resources

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Curricular	39,642	64,632	45,620
Employee Benefits - Salaries	1,501,186	1,460,319	1,361,735
Staff Development	9,590	16,850	7,115
	<u>1,550,418</u>	<u>1,541,801</u>	<u>1,414,470</u>

5. Administration

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Audit Fee	8,273	4,250	4,196
Board Fees	5,205	4,600	4,600
Board Expenses	3,590	5,055	2,739
Communication	3,157	3,600	2,823
Consumables	4,050	4,500	7,847
Lunches (MOE)	201,260	-	-
Other	36,608	38,375	16,402
Employee Benefits - Salaries	53,018	52,554	52,786
Insurance	9,778	7,200	7,531
Service Providers, Contractors and Consultancy	8,888	7,700	8,155
	333,827	127,834	107,079

6. Property

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Caretaking and Cleaning Consumables	12,493	9,530	11,388
Cyclical Maintenance Provision	14,296	15,639	21,873
Grounds	10,347	10,550	10,395
Heat, Light and Water	12,646	13,024	12,057
Repairs and Maintenance	12,038	12,200	14,365
Use of Land and Buildings	274,105	350,000	348,028
Security	1,231	2,397	588
Employee Benefits - Salaries	79,395	79,917	80,258
	416,551	493,257	498,952

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 Current Account	296,582	14,565	23,133
Cash and cash equivalents for Statement of Cash Flows	296,582	14,565	23,133

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

Of the \$296,582 Cash and Cash Equivalents, \$160,542 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 2021 on Crown owned school buildings.

Of the \$296,582 Cash and Cash Equivalents, \$25,000 of unspent grant funding is held by the School. This funding is subject to restrictions which specify how the grant is required to be spent. If these requirements are not met, the funds will need to be returned.

8. Accounts Receivable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Receivables	860	-	-
Receivables from the Ministry of Education	6,235	-	-
Interest Receivable	-	-	1,541
Teacher Salaries Grant Receivable	99,383	10,000	91,062
	<u>106,478</u>	<u>10,000</u>	<u>92,603</u>
Receivables from Exchange Transactions	860	-	1,541
Receivables from Non-Exchange Transactions	105,618	10,000	91,062
	<u>106,478</u>	<u>10,000</u>	<u>92,603</u>

9. Investments

The School's investment activities are classified as follows:

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Asset			
Short-term Bank Deposits	452,780	485,466	485,466
Non-current Asset			
Long-term Bank Deposits	-	-	-
Total Investments	<u>452,780</u>	<u>485,466</u>	<u>485,466</u>

10. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2021						
School House	28,120	-	-	-	(3,127)	24,993
Building Improvements	73,689	6,575	-	-	(3,843)	76,421
Furniture and Equipment	63,224	13,104	(30,397)	-	(9,843)	36,088
Information and Communication Technology	33,215	24,709	(6,068)	-	(11,774)	40,082
Leased Assets	9,989	-	(848)	-	(4,812)	4,329
Library Resources	11,814	-	-	-	(1,477)	10,337
Balance at 31 December 2021	<u>220,051</u>	<u>44,388</u>	<u>(37,313)</u>	<u>-</u>	<u>(34,876)</u>	<u>192,250</u>

The net carrying value of equipment held under a finance lease is **\$4,329 (2020: \$9,989)**

	2021	2021	2021	2020	2020	2020
	Cost or	Accumulated	Net Book	Cost or	Accumulated	Net Book
	Valuation	Depreciation	Value	Valuation	Depreciation	Value
	\$	\$	\$	\$	\$	\$
School House	78,171	(53,178)	24,993	78,171	(50,051)	28,120
Building Improvements	150,812	(74,391)	76,421	154,888	(81,199)	73,689
Furniture and Equipment	112,049	(75,961)	36,088	570,327	(507,103)	63,224
Information and Communication T	65,619	(25,537)	40,082	145,230	(112,015)	33,215
Motor Vehicles	31,452	(31,452)	-	31,452	(31,452)	-
Leased Assets	14,582	(10,253)	4,329	18,728	(8,739)	9,989
Library Resources	42,666	(32,329)	10,337	42,666	(30,852)	11,814
Balance at 31 December	495,351	(303,101)	192,250	1,041,462	(821,411)	220,051

11. Accounts Payable

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Creditors	10,528	-	8,959
Accruals	13,300	20,000	13,247
Banking Staffing Overuse	-	-	-
Employee Entitlements - Salaries	99,383	100,000	91,062
Employee Entitlements - Leave Accrual	7,099	-	7,686
	130,310	120,000	120,954
Payables for Exchange Transactions	130,310	120,000	120,954
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	130,310	120,000	120,954

The carrying value of payables approximates their fair value.

The school has a Credit Card with Westpac Bank with a limit of \$6,000.

12. Revenue Received in Advance

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Other revenue in Advance	26,422	1,318	1,318
	26,422	1,318	1,318

13. Provision for Cyclical Maintenance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Provision at the Start of the Year	66,200	66,200	52,918
Increase/ (decrease) to the Provision During the Year	14,296	15,639	21,873
Use of the Provision During the Year		-	(8,591)
Provision at the End of the Year	<u>80,496</u>	<u>81,839</u>	<u>66,200</u>
Cyclical Maintenance - Current	11,733	-	7,500
Cyclical Maintenance - Term	68,763	74,339	58,700
	<u>80,496</u>	<u>74,339</u>	<u>66,200</u>

14. 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		5,832	5,832
Later than One Year and no Later than Five Years	-	992	4,629
Later than Five Years	-	-	-
Future Finance Charges	-	-	-
	<u>-</u>	<u>6,824</u>	<u>10,461</u>
Represented by			
Finance lease liability - Current	1,780	5,832	5,832
Finance lease liability - Term	442	992	4,629
	<u>2,222</u>	<u>6,824</u>	<u>10,461</u>

15. Funds held in Trust

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	2,165	2,165	2,165
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	<u>2,165</u>	<u>2,165</u>	<u>2,165</u>

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expenditure of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.

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. The amount of cash held on behalf of the Ministry for capital works project is included in Cash and Cash Equivalents note 7.

2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Hall Kitchen 202984	(4,841)	1,408	-	3,433	-
Security 218069	(105)	-	-	105	-
Canopy 224800	-	147,193	15,485	-	131,708
Heat Pump 224795	-	29,583	-	-	29,583
Disabled Toilet 229225	-	4,393	5,142	-	(749)
Totals	(4,946)	182,577	20,627	3,538	160,542

Represented by:

Funds Held on Behalf of the Ministry of Education	161,291
Funds Due from the Ministry of Education	-
Totals	161,291

2020	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Hall Kitchen	-	5,190	10,031	-	(4,841)
Security	-	6,008	6,113	-	(105)
Blocks 1 & 2	(21,512)	28,492	6,980	-	-
Hardware for Lockdown	741	1,648	2,389	-	-
Totals	(20,771)	41,338	25,513	-	(4,946)

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	5,205	4,600

Leadership Team

Remuneration	467,324	415,944
Full-time equivalent members	4	4
Total key management personnel remuneration	472,529	420,544

There are 8 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 Chair and other Board members have also been involved in ad hoc meetings to consider matters including finance and property.

Principal 1

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

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140-150	140-150
Benefits and Other Emoluments	2-3	4-5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2021 FTE Number	2020 FTE Number
100-110	2	0
110-120	1	0
	3.00	0.00

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:

	2021 Actual	2020 Actual
Total	-	-
Number of People	-	-

20. Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2021 (Contingent liabilities and assets at 31 December 2020: nil).

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) Contract for Heat Pumps to be completed in 2022, which will be fully funded by the Ministry of Education. \$29,583 has been received of which \$0 has been spent on the project to date; and

(b) Contract for Construction of a Canopy to be completed in 2022, which will be fully funded by the Ministry of Education. \$147,193 has been received of which \$15,485 has been spent on the project to date; and

(Capital commitments at 31 December 2020: \$0)

(b) Operating Commitments

As at 31 December 2021 there are no operating commitments. (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	296,582	14,565	23,133
Receivables	106,478	10,000	92,603
Investments - Term Deposits	452,780	485,466	485,466
Total Financial assets measured at amortised cost	855,840	510,031	601,202

Financial liabilities measured at amortised cost

Payables	130,310	120,000	120,954
Finance Leases	2,222	6,824	10,461
Total Financial Liabilities Measured at Amortised Cost	132,532	126,824	131,415

23. Events After Balance Date

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

23. Comparatives

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

24. COVID 19 Pandemic on going 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 to 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.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF COLEY STREET SCHOOL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2021

The Auditor-General is the auditor of Coley Street (the School). The Auditor-General has appointed me, David Fraser using the staff and resources of Silks Audit Chartered Accountants 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 with Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime

Our audit was completed on 21 September 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 arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises Statement of Financial Responsibility, Board of Trustees schedule included under the School Directory page and the Analysis of Variance, but does not include the financial statements, Kiwisport statement included as appendices, and our auditor's report thereon.

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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.

David Fraser

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

Analysis of Variance Reporting



School Name:	Coley Street School 2022 (based on 2021 data)	School Number:	2352
Strategic Aim:	To support the achievement of all students around the priority learning areas of reading, writing and mathematics, in relation to the New Zealand Curriculum		
Annual Aim:	To identify and progress groups of students across the priority areas of reading, writing and math who are underachieving (shift all students 2 sub levels)		
Target:	<p><u>Annual Targets</u></p> <p><u>Reading</u></p> <ul style="list-style-type: none"> 11 year 4 Maori students below 12 year 5 Maori students below 6 year 6 female below <p><u>Writing</u></p> <ul style="list-style-type: none"> 10 year 3 male students below 9 year 7 Maori students well below <p><u>Maths</u></p> <ul style="list-style-type: none"> 12 year 5 female students below 13 year 4 Maori students below / well below 9 year 7 students below 10 year 8 students below 		

Reading

11 year 4 Maori students - 2 students did not shift, 3 students shifted 1 sub level, 4 students shifted 2 sub levels, 1 student made accelerated progress shifting 3 sub levels and 1 student left

9 year 5 Maori students – 1 students shifted 1 sub level, 4 shifted 2 sub levels, 1 made accelerated progress shifting 3 sub levels, 2 students shifted 4 sub levels and 1 student 5 sub levels

6 year 6 female – 1 student made no progress, 4 students made accelerated progress shifting 3 sub levels, and 1 student left

Writing

10 year 3 male students – 4 students made no shift, 4 students shifted 1 sub level, 2 students made accelerated progress shifting 3 sub levels

9 year 7 Maori students – 3 students made no progress, 2 students shifted 1 sub level, 2 students left

Maths

12 year 5 female students – 1 student made no progress, 3 students shifted 1 sub level, 4 students shifted 2 sub levels, 5 students made accelerated progress shifting 3 sub levels, 1 student left

11 year 4 Maori students – 7 students shifted 1 sub level, 2 students shifted 2 sub levels, 1 student made accelerated progress shifting 3 sub levels, 1 student left

9 year 7 students – 3 students made no progress, 3 students shifted 1 sub level, 3 students made accelerated progress shifting 3 and 4 sub levels

10 year 8 students – 4 students made no progress, 3 students shifted 1 sub level, 2 students shifted 2 sub levels, 1 made accelerated progress shifting 4 sub levels.

Baseline Data:	

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>We continued with a whanau class of students at risk socially / academically / health wise. This was kept at low numbers of about 15-16 students from year 3-6 with a teacher aide to support the teacher.</p> <p>At the other end of the school we continued with our reception class focusing the whole junior school around structured literacy and a strong phonics programme.</p> <p>Across the school we implemented our localised curriculum with PLD delivered around local Maori legends and stories, local Maori history and significant historical sites. All staff also learnt local waiata that are significant to Raukawa Iwi.</p> <p>We identified links to the Marae of every junior hub student and also taught a number of Maori games and waiata.</p> <p>Senior students had the opportunity to opt into Mau Rakau and flax weaving.</p> <p>We had guest speakers into the school to speak about the history of the river / harbour and proposed tourism developments at the river loop.</p> <p>All staff received a class roll with all Maori students identified and a</p>	<p>Previously students in the whanau class were intervention students within their normal class. In this case the class had smaller numbers and received more 1:1 support.</p> <p>There was more emphasis on authentic hands on learning. As a result, an autistic Maori boy moved 4 curriculum sub levels.</p> <p>In our junior hub students new to school were tested early with a SEA test and regular monitoring ensured that gaps in learning were identified and addressed.</p> <p>As the year progressed and we slowly started to implement our localised curriculum, staff were able to tap into local authentic contexts, utilising local knowledge, facilities and resources.</p> <p>During COVID lockdown staff stayed well connected to the student needs with regular emails, telephone calls, text messaging and zoom meetings. This resulted in excellent engagement by the students. This definitely had a positive effect on the home, school and community partnership.</p> <p>The health and well-being of our school community was the major focus during this time and we have learnt from this experience.</p>	<p>According to our data analysis we were on track and in some cases well ahead of target with many cases of accelerated progress happening.</p> <p>Throughout COVID lockdown, our staff had regular zoom meetings to share ways of working and were in constant contact with their students either by email, phone, txt message or zoom meetings.</p> <p>There was a greater emphasis on students completing hard copy work at home. Parents were far happier as they were able to engage better with the student's work.</p> <p>The teacher inquiries kept all teachers focused on their target children and their progress was regularly monitored in team, management and staff meetings. The teacher standards were also unpacked for the professional growth cycles so that they were reflective of our school teaching and learning environment</p> <p>We found that many families were heightened and anxious as a result of COVID and the school was often called upon to act as the conduit for support for families around food, clothing, furniture,</p>	<p>In 2022 we will implement school wide Singapore Maths so we can create a point of difference in our Maths pedagogy. From the trials we took in 2021 our students appeared to relate better to the CPA model of teaching (concrete, pictorial, abstract) and staff also found that the collaboration and whole class teaching for students was far more effective as opposed to ability grouping. This is one of the key strategies of this method of teaching maths.</p> <p>There will be also a greater emphasis across all syndicate levels to incorporate Liz Kane model of delivering phonics in our structured literacy programme. Where possible we have also included our teacher aides in all PLD to ensure their follow up interventions are effective and research based.</p> <p>Prior to starting school in 2022, the call-back day was held off site and the teachers went on a cruise of the Manawatu River to gather knowledge around the history, stories, erosion issues, conservation and tourism opportunities.</p> <p>We also toured the Turks Chicken Factory which is the largest</p>

<p>list of priority students and target students. In staff meetings we unpacked the 'professional growth cycle' and what these standards look like in our school environment. We are heading down the line of professional coaching with a buddy teacher. We initially used this coaching to refresh our school values completing a SWOT analysis to analyse our school strengths, weaknesses and where to next</p> <p>Most classes across the school trialled Singapore maths in 2021. The feedback from the teachers that trialled this was very positive and there was some excellent shifts in student achievement.</p>	<p>Hard copy work was more appealing in the second lockdown because parents felt it was easier for them to engage in the student learning and were also able to make better checks as to whether the work was being completed. As a result, when we did return to school, assessment went on the back burner to address some of the real issues faced by our whanau during lockdown. Our school events calendar slowed up considerably and allowed students to transition back into school without the pressure of sport / cultural and academic competition. We were able to offer students who had experienced trauma and grief some focused intervention, through Seasons of Growth and Mau Rakau. In the last year we enrolled 1 very high needs student and 2 high needs who received support from Arahanga Special School staff. This was a real learning curve for our students and staff. Building alterations were made to accommodate our very high needs student. These students made excellent progress due to very effective collaboration between students, teachers and support staff.</p>	<p>counselling and health and well-being.</p>	<p>employer in Foxton. It employs many of our parents and former pupils. Turks is also very relevant to the Dutch history in the township. These ideas can then be used as spring-board ideas for our localised curriculum.</p>
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Planning for next year:

The BOT has continued with our small whanau class for 2022 that identifies and addresses students at risk with social, health and academic issues. These students receive more individualised teaching programmes with great teacher student ratios.

All board members have had the opportunity to analyse and discuss our student data, record noticings and make recommendations for our charter and also addressing the needs through focused budgeting.

There has also been a recent appointment of a new LSC who has been provided us with an at risk register. As in 2021 our SENCO, LSC, SWIS and RTLB liaison will meet on a regular basis to ensure that student needs are identified and best addressed.

The introduction of Singapore Maths across the school and a structured phonics programme in the junior school, following the Liz Kane philosophy will be the basis of our teaching across the school in 2022.

Our targets will be based on maths to track the effectiveness of the new Singapore math pedagogy and also our year 2 group who will get the benefit of 7 years of no problem maths tuition.

We will further implement our localised curriculum with 120 hours of PLD from the MOE.

We are also 1 of 10 schools in our COL that will be engaging in Manaiaikalani and in depth digital technology training for staff and students.

The principal has registered for the national (MAC) programme starting 2022.

Our assessment schedule has been reviewed to ensure SEA test and JAM occur at the years 1-3 level and e ASSTLE and PAT at years 4-8

To reduce barriers to children engaging at Coley Street School, the BOT has funded all stationery for our whole school and every child will receive a healthy lunch every day. There are also no donations after the BOT opted into the government funding for zero donations.

Our COVID plan is regularly reviewed to ensure we will be organised should there be a case in the school amongst students or staff.

Principal's Report on Variances & Kiwi Sport - 2021

2021 **staffing** stayed very consistent apart from a few changes in support staff and one teacher retiring after 17 years at Coley Street School.

Our school roll fluctuated dramatically but ended up at 235 students.

The serious lack of rental properties is having a detrimental effect on school numbers across the district.

We trialled **No Problem Maths** in 2021 and the positive successes that we experienced has ensured we have committed to whole school teaching, using this pedagogy for 2022 and beyond. We will also track longitudinally the results of our year 2 students from 2021 through to year 8.

Throughout 2021 we developed our **localised curriculum** making many local visits to current and historical sites, listening to local people present their knowledge on aspects of Foxton's history and taking advantage of everything that Te Awahou Niuewe Stroom (Local Dutch and Maori museum) has to offer.

In the junior school we implemented a **structured literacy programme** based on the Liz Kane philosophy. The structure of the regular literacy / phonics teaching each day, supported by a repeat session from our teacher aides, quickly transitions some of our more needy students into school.

Hence we are not a play based school.

Across the school we maintained good class sizes by the BOT funding an extra teacher from our surplus bulk grant money.

Our students have shown good progress across all subject areas as have our target groups in reading, writing and maths.

Some students showed accelerated progress having moved more than 2 curriculum sub levels. (Our aim was to shift all target students at least 2 curriculum sub levels)

With the interruption of COVID lockdown, teachers and parents found that giving children hard copy work was more effective both for parents tracking their children's work and teachers not having to address so many technical issues.

Staff regularly used zoom meetings to share ways of working and for making collaborative decisions on where to next.

Our **Kiwi Sport Grant** was \$3,382.38 in 2021. In 2021 we continued our policy of subsidising our elite athletes, who made representative teams and travelled to tournaments by supporting them through our scholarship scheme.

We also ensured all transportation for sports teams was free of any charges. Our seniors in particular, regularly competed in a super 10 competition and the Kiwi Sports Grant was utilised for travel and equipment costs, associated with these competitions.

Across the school sporting equipment was also purchased for fundamental skill development.

Our playing numbers remain very high in sports teams but this was significantly affected by COVID with events constantly being cancelled.

In 2022 we look forward to consolidating our localised curriculum, building on our knowledge around No Problem Maths and implementing the Manaiakalani 'learn, create, share, concept'.

Our principal has also engaged in the national (MAC) Maori Achievement Collaborative programme for school principals and we continue to be a flagship school for PB4L.

Peter Kemp - Principal

COLEY STREET SCHOOL

Members of the Board of Trustees

For the year ended 31 December 2021

Name	Position	How Position Gained	Term Expires
Peter Kemp	Principal	Ex officio	
Roger Clement	Presiding Member	Elected June 2019	Next election
Trevor Belk	Staff Rep	Elected June 2019	Next election
Danny Wanoa	Parent Rep	Elected June 2019	Next election
Raylene Hallet	Parent Rep	Elected June 2019	Next election
Jason Jack	Parent Rep	Elected June 2019	Next election
Jason Ellery	Parent Rep	Elected June 2019	Next election
Hamish Easton	Parent Rep	Elected June 2019	Next election