

EDMONTON SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

School Directory

Ministry Number:	1266
Principal:	Margaret Samson
School Address:	Edmonton Road, Te Atatu South, Auckland
School Postal Address:	Edmonton Road, Te Atatu South, Auckland
School Phone:	09 838 9318
School Email:	accounts@edmonton-primary.school.nz

Members of the Board of Trustees

Name	How Position Gained	Position	Term Expires
Ann-Marie Noble	Elected	Staff Rep	Sep-22
E Andrews	Elected	Presiding Member	Sep-22
K Sinclair	Elected	Parent Rep	Sep-22
M Samson	Current	Principal	Current
O Bachu	Elected	Parent Rep	Nov-23
R Townshend	Appointed	Parent Rep	Sep-22
I Sinclair	Elected	Parent Rep	Nov-23

Service Provider:

Leading Edge Services (2017) Ltd, PO Box 20496, Glen Eden, Auckland

EDMONTON SCHOOL

Annual Report - For the year ended 31 December 2021

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Edmonton 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.

Ebony-Rose Andrews

Full Name of Presiding Member

Margaret Lee Samson

Full Name of Principal

Ebony-Rose Andrews

Signature of Presiding Member

ML Samson

Signature of Principal

31/05/2022

Date:

31/5/22

Date:

Edmonton 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	2,599,409	2,501,291	2,845,632
Locally Raised Funds	3	40,638	44,100	58,692
Interest Income		2,034	1,500	1,526
		2,642,081	2,546,891	2,905,850
Expenses				
Locally Raised Funds	3	32,868	30,440	40,045
Learning Resources	4	1,626,402	1,397,350	1,563,468
Administration	5	164,845	149,828	145,788
Finance		1,780	2,000	1,922
Property	6	765,570	916,494	953,451
Depreciation	11	46,737	50,800	51,078
Loss on Disposal of Property, Plant and Equipment		1,785	-	1,892
		2,639,987	2,546,912	2,757,644
Net Surplus / (Deficit) for the year		2,094	(21)	148,206
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		2,094	(21)	148,206

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

Edmonton 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	177,532	424,722	385,943
Accounts Receivable	8	114,811	136,616	136,616
GST Receivable		1,439	-	-
Prepayments		3,536	2,508	2,508
Inventories	9	2,566	2,086	2,086
Investments	10	250,252	70,852	70,852
		550,136	636,784	598,005
Current Liabilities				
GST Payable		-	17,792	17,792
Accounts Payable	12	135,295	136,873	136,874
Borrowings	13	6,720	6,720	6,720
Revenue Received in Advance	14	9,180	15,916	15,916
Provision for Cyclical Maintenance	15	13,500	19,787	19,787
Finance Lease Liability	16	13,515	8,485	8,485
Funds held for Capital Works Projects	17	31,666	145,482	145,482
		209,876	351,055	351,056
Working Capital Surplus/(Deficit)		340,260	285,729	246,949
Non-current Assets				
Property, Plant and Equipment	11	247,947	220,926	259,727
		247,947	220,926	259,727
Non-current Liabilities				
Borrowings	13	11,759	18,479	18,479
Provision for Cyclical Maintenance	15	108,067	39,955	39,955
Finance Lease Liability	16	16,834	6,008	6,008
		136,660	64,442	64,442
Net Assets		451,547	442,213	442,234
Equity		451,547	442,213	442,234

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

Edmonton 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		442,234	442,234	294,028
Total comprehensive revenue and expense for the year		2,094	(21)	148,206
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		7,219	-	-
Equity at 31 December		451,547	442,213	442,234
Retained Earnings		451,547	442,213	442,234
Equity at 31 December		451,547	442,213	442,234

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.

Edmonton 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		628,034	656,009	638,529
Locally Raised Funds		37,131	55,717	70,309
Goods and Services Tax (net)		(19,231)	21,511	21,511
Payments to Employees		(343,996)	(277,014)	(312,360)
Payments to Suppliers		(196,479)	(247,042)	(196,440)
Interest Paid		(1,780)	(2,000)	(1,922)
Interest Received		1,603	1,271	1,297
Net cash from/(to) Operating Activities		105,282	208,452	220,924
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(9,074)	(16,660)	(39,942)
Purchase of Investments		(179,400)	(70,852)	(70,852)
Net cash from/(to) Investing Activities		(188,474)	(87,512)	(110,794)
Cash flows from Financing Activities				
Furniture and Equipment Grant		7,219	-	
Finance Lease Payments		(11,902)	(12,213)	(20,325)
Loans Received/ Repayment of Loans		(6,720)	(6,720)	(6,720)
Funds Administered on Behalf of Third Parties		(113,816)	145,482	145,482
Net cash from/(to) Financing Activities		(125,219)	126,549	118,437
Net increase/(decrease) in cash and cash equivalents		(208,411)	247,489	228,567
Cash and cash equivalents at the beginning of the year	7	385,943	177,233	157,376
Cash and cash equivalents at the end of the year	7	177,532	424,722	385,943

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.

Edmonton School

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

a) Reporting Entity

Edmonton 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 15.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) 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.

e) 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.

f) 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.

g) Inventories

Inventories are consumable items held for sale and comprised 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.

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	40 years
Furniture and equipment	10 years
Information and communication technology	4 years
Leased assets held under a Finance Lease	3-5 years
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 received from 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.

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

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

p) Borrowings

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

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

q) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

r) Budget Figures

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

s) Services received in-kind

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

2. Government Grants

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Operational Grants	470,686	466,383	480,505
Teachers' Salaries Grants	1,396,661	1,213,230	1,386,262
Use of Land and Buildings Grants	574,714	769,978	796,851
Other MoE Grants	149,914	51,700	182,014
Other Government Grants	7,434	-	-
	<u>2,599,409</u>	<u>2,501,291</u>	<u>2,845,632</u>

The school has opted in to the donations scheme for this year. Total amount received was \$39,150.

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	2,096	10,200	11,280
Fees for Extra Curricular Activities	1,783	400	1,035
Trading	23,698	23,500	27,373
Fundraising & Community Grants	13,061	10,000	19,004
Other Revenue	-	-	-
	<u>40,638</u>	<u>44,100</u>	<u>58,692</u>
Expenses			
Extra Curricular Activities Costs	4,107	10,840	14,273
Trading	28,478	17,600	25,566
Fundraising and Community Grant Costs	283	2,000	206
	<u>32,868</u>	<u>30,440</u>	<u>40,045</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>7,770</u>	<u>13,660</u>	<u>18,647</u>

4. Learning Resources

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Curricular	29,988	41,920	10,202
Equipment Repairs	-	100	-
Employee Benefits - Salaries	1,584,616	1,349,130	1,548,527
Staff Development	11,798	6,200	4,739
	<u>1,626,402</u>	<u>1,397,350</u>	<u>1,563,468</u>

5. Administration

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Audit Fee	6,630	6,000	5,240
Board Fees	4,180	4,455	3,760
Board Expenses	6,100	1,315	2,257
Communication	2,953	2,600	2,612
Consumables	7,438	18,250	7,457
Other	21,611	18,530	18,925
Employee Benefits - Salaries	99,861	81,550	89,499
Insurance	4,140	5,128	4,220
Service Providers, Contractors and Consultancy	11,932	12,000	11,818
	<u>164,845</u>	<u>149,828</u>	<u>145,788</u>

6. Property

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Caretaking and Cleaning Consumables	39,289	46,612	44,596
Cyclical Maintenance Provision	61,825	-	6,869
Grounds	2,505	2,600	5,926
Heat, Light and Water	19,380	20,921	21,921
Rates	123	100	114
Repairs and Maintenance	1,824	10,783	8,772
Use of Land and Buildings	574,714	769,978	796,851
Security	7,592	6,500	8,370
Employee Benefits - Salaries	58,318	59,000	60,032
	<u>765,570</u>	<u>916,494</u>	<u>953,451</u>

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

7. Cash and Cash Equivalents

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Bank Accounts	177,532	424,722	385,943
Cash and cash equivalents for Statement of Cash Flows	<u>177,532</u>	<u>424,722</u>	<u>385,943</u>

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

Of the \$177,532 Cash and Cash Equivalents, \$31,666 is held by the School on behalf of the Ministry of Education. These funds have been provided for the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2022 on Crown owned school buildings.

8. Accounts Receivable

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Receivables	1,070	4,299	4,299
Interest Receivable	660	229	229
Banking Staffing Underuse	-	23,990	23,990
Teacher Salaries Grant Receivable	113,081	108,098	108,098
	<u>114,811</u>	<u>136,616</u>	<u>136,616</u>
Receivables from Exchange Transactions	1,730	4,528	4,528
Receivables from Non-Exchange Transactions	113,081	132,088	132,088
	<u>114,811</u>	<u>136,616</u>	<u>136,616</u>

9. Inventories

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Stationery	1,296	1,163	1,163
School Uniforms	1,114	876	876
Canteen	156	47	47
	<u>2,566</u>	<u>2,086</u>	<u>2,086</u>

10. Investments

The School's investment activities are classified as follows:

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	250,252	70,852	70,852
Total Investments	<u>250,252</u>	<u>70,852</u>	<u>70,852</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2021	\$	\$	\$	\$	\$	\$
Building Improvements	90,857	-	-	-	(6,075)	84,782
Furniture and Equipment	125,077	4,684	(74)	-	(19,486)	110,201
Information and Communication Technology	30,081	4,359	-	-	(10,350)	24,089
Leased Assets	5,194	27,699	-	-	(9,975)	22,919
Library Resources	8,518	-	(1,712)	-	(851)	5,956
Balance at 31 December 2021	<u>259,727</u>	<u>36,742</u>	<u>(1,786)</u>	<u>-</u>	<u>(46,737)</u>	<u>247,947</u>

The net carrying value of equipment held under a finance lease is \$22,919 (2020: \$5,194)

	2021	2021	2021	2020	2020	2020
	Cost or	Accumulated	Net Book	Cost or	Accumulated	Net Book
	Valuation	Depreciation	Value	Valuation	Depreciation	Value
	\$	\$	\$	\$	\$	\$
Building Improvements	243,005	(158,223)	84,782	243,005	(152,148)	90,857
Furniture and Equipment	460,926	(350,725)	110,201	457,002	(331,925)	125,077
Information and Communication Technology	274,737	(250,648)	24,089	270,379	(240,298)	30,081
Leased Assets	48,173	(25,254)	22,919	44,180	(38,986)	5,194
Library Resources	50,803	(44,847)	5,956	63,577	(55,059)	8,518
Balance at 31 December	1,077,644	(829,697)	247,947	1,078,143	(818,416)	259,727

12. Accounts Payable

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	5,021	14,831	14,831
Accruals	6,350	5,240	5,240
Employee Entitlements - Salaries	113,081	108,097	108,098
Employee Entitlements - Leave Accrual	10,843	8,705	8,705
	135,295	136,873	136,874
Payables for Exchange Transactions	135,295	136,873	136,874
	135,295	136,873	136,874

The carrying value of payables approximates their fair value.

13. Borrowings

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Loans due in one year	6,720	6,720	6,720
Loans due after one year	11,759	18,479	18,479
	18,479	25,199	25,199

The school has borrowings at 31 December 2021 of \$18,479 (31 December 2020 \$25,199). This loan is from the Energy Efficiency and Conservation Authority for the purpose of installing equipment that provides efficient energy to reduce costs to the school. The loan is unsecured, interest is 8% per annum and the loan is payable with interest in equal instalments of \$7,139 per annum.

14. Revenue Received in Advance

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Other revenue in Advance	9,180	15,916	15,916
	<u>9,180</u>	<u>15,916</u>	<u>15,916</u>

15. Provision for Cyclical Maintenance

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Provision at the Start of the Year	59,742	59,742	52,873
Increase/ (decrease) to the Provision During the Year	61,825	-	6,869
Use of the Provision During the Year	-	-	-
Provision at the End of the Year	<u>121,567</u>	<u>59,742</u>	<u>59,742</u>
Cyclical Maintenance - Current	13,500	19,787	19,787
Cyclical Maintenance - Term	108,067	39,955	39,955
	<u>121,567</u>	<u>59,742</u>	<u>59,742</u>

16. Finance Lease Liability

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

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
No Later than One Year	15,657	19,787	9,391
Later than One Year and no Later than Five Years	18,158	6,008	6,375
Future Finance Charges	(3,466)	-	(1,273)
	<u>30,349</u>	<u>25,795</u>	<u>14,493</u>
Represented by			
Finance lease liability - Current	13,515	19,787	8,485
Finance lease liability - Term	16,834	6,008	6,008
	<u>30,349</u>	<u>25,795</u>	<u>14,493</u>

17. Funds Held for Capital Works Projects

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

	2021	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
		\$	\$	\$	\$	\$
Emergency Sewer Remediation	<i>completed</i>	1,240	-	-	-	1,240
School Hall Heating Upgrade	<i>completed</i>	(1,000)	33,362	(32,362)	-	-
Senior playground	<i>in progress</i>	145,242	-	(114,816)	-	30,426
Totals		<u>145,482</u>	<u>33,362</u>	<u>(147,178)</u>	<u>-</u>	<u>31,666</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	31,666
Funds Due from the Ministry of Education	-
	<u>31,666</u>

	2020	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
		\$	\$	\$	\$	\$
Emergency Sewer Remediation	<i>in progress</i>	-	10,602	(9,391)	-	1,240
School Hall Heating Upgrade	<i>in progress</i>	-	-	(1,000)	-	(1,000)
Senior Playground	<i>in progress</i>	-	165,280	(20,038)	-	145,242
Totals		-	175,882	(30,429)	-	145,482

18. Related Party Transactions

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

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

19. Remuneration

Key management personnel compensation

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

	2021 Actual \$	2020 Actual \$
<i>Board Members</i>		
Remuneration	4,180	3,760
<i>Leadership Team</i>		
Remuneration	436,095	429,369
Full-time equivalent members	4	4
Total key management personnel remuneration	440,275	433,129

There are five members of the Board excluding the Principal. The Board had held eleven 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 student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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	130-140
Benefits and Other Emoluments	0-4	0-4
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	1.00	1.00
	1.00	1.00

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

20. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be 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 \$4,600	2020 Actual -
Total		
Number of People	1	-

21. 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.

22. Commitments

(a) Capital Commitments

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

(a) \$183,645 contract for Senior Playground Replacement as agent for the Ministry of Education. This project is fully funded by the Ministry. \$165,280 has been received and \$134,855 has been spent on the project to balance date. \$18,365 is yet to be received. This project has been approved by the ministry.
(Capital commitments at 31 December 2020: \$115,468)

23. 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	177,532	424,722	385,943
Receivables	114,811	136,616	136,616
Investments - Term Deposits	250,252	70,852	70,852
Total Financial assets measured at amortised cost	<u>542,595</u>	<u>632,190</u>	<u>593,411</u>

Financial liabilities measured at amortised cost

Payables	135,295	136,873	136,874
Borrowings - Loans	18,479	25,199	25,199
Finance Leases	30,349	14,493	14,493
Total Financial Liabilities Measured at Amortised Cost	<u>184,123</u>	<u>176,565</u>	<u>176,566</u>

24. Events After Balance Date

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

25. Comparatives

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

RSM Hayes Audit

PO Box 9588
Newmarket, Auckland 1149
Level 1, 1 Broadway
Newmarket, Auckland 1023

T +64 (9) 367 1656
www.rsmnz.co.nz

Independent Auditor's Report

To the readers of Edmonton School's Financial statements For the year ended 31 December 2021

The Auditor-General is the auditor of Edmonton School (the School). The Auditor-General has appointed me, Brendon Foy, using the staff and resources of RSM Hayes Audit, 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 18, that comprise the statement of financial position as at 31 December 2021, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 31 May 2022. This is the date at which our opinion is expressed.

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

Basis of 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 payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information includes the statement of responsibility, board member list, analysis of variance, and kiwisport report, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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

A handwritten signature in blue ink, appearing to read 'Brendon Foy'.

Brendon Foy
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand

Edmonton Primary School

STUDENT ACHIEVEMENT AND ANALYSIS OF VARIANCE 2021

Focus: Mathematics

Strategic Aim 2: Effective Teaching

Deliberate acts of teaching within cognitively rich classrooms are targeted to students' learning needs

Annual Aim: Quality teaching and leadership make a difference for learners and their whānau

Target:

By the end of 2021:

The group of 5/45 Year 5 students below national expectations for their age-group in mathematics at the end of 2020 will have made more than one year's progress and be at or above expectations at the end of 2021

- The group of 7/45 Year 5 students well below expectations for their age-group in mathematics at the end of 2020, will make more than one year's progress by the end of 2021 and meet their IEP goals.
- The group of 5/46 Year 6 students below national expectations for their age-group in mathematics at the end of 2020 will have made more than one year's progress and be at or above expectations at the end of 2021
- The group of 11/46 Year 6 students well below expectations for their age-group in mathematics at the end of 2020, will make more than one year's progress by the end of 2021 and meet their IEP goals.

Baseline Data:

At the end of 2020, analysis of baseline data (GloSS and Overall Teacher Judgements) indicated that 28 students in the Year 5 and 6 cohorts were identified as underachieving in mathematics for their age-groups in comparison with other students in their cohorts.

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
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<ul style="list-style-type: none"> ● Teachers specifically focused on targeting this group of students ● Edmonton Professional Learning Group (PLG) meetings focused on these students ● The appraisal system encouraged and supported teacher reflection on their teaching in mathematics and focus students ● Intervention programmes were put in place for the focus students to support classroom teachers ● Teaching resources were available and appropriate for these focus students ● Development of moderation processes to ensure consistency in teacher OTJs was continued ● Evidence based strategies on how to meet the needs of high achieving students in mathematics were shared 	<ul style="list-style-type: none"> ● This report is qualitative data only due to our 6mnths in lockdown, and no ability to test children face to face. ● Online worked for some during lockdown <ul style="list-style-type: none"> ● there was some high quality work and real progress (not much) - this was dependent on engagement and students being proactive ● enthusiasm and engagement waned as the lockdown extended ● A lot of learning ideas posted for very little buyin - professionally challenging to maintain focus and positivity ● An example - last year - not quite as good an average in reading levels - huge engagement during lockdown with Epic - this year higher average reading ages - little engagement with Epic <p>In Class:</p> <ul style="list-style-type: none"> ● Best change - collaboratively working on shared Slides/ Docs - class learning tasks - particularly inquiry ● more engagement from reluctant writers - ● imore incorporated into independent learning tasks - 	<ul style="list-style-type: none"> ● Despite the COVID interruptions and not being able to physically be on site for ... weeks of the year ● The WSL teacher support was a significant intervention that produced very good results during 2021, particularly in students' attitudes to mathematics ● The classrooms participating in Bobby Hunter online learning intervention showed some progress for 5 of those students. Although these children were not necessarily involved in the ALiM group, we would hope that the increased teacher understanding has some influence on the achievement levels in this classroom. ● There is no doubt that the move to distance learning had an impact on our students' progress and achievement levels, although our data indicates this was not a large impact. ● There were many opportunities for extension for those students who achieve highly in mathematics, including ● Targeted support was provided to every classroom dependent upon teacher and student needs, including teacher aide support, 	<ul style="list-style-type: none"> ● The WSL teachers will participate in PLD so that they can lead staff under the guidance of our Kahui Ako facilitator - Pip Arnold with increasing teacher understanding of the level they are teaching ● Looking at progressions across the year & curriculum levels and have a shared understanding across the school. ● Work with ASL to do this, maybe in groups Yr1-Y3, Y3-Y6 ● Thinking about how maths and stats integrates across the curriculum ● Being prepared alongside the curriculum refresh ● Integrating digital technology into mathematics and statistics ● Continue to ensure close relationships with family and whānau through the Kahui Ako workshops and local Curriculum PLD ● Share practice through the Kāhui Ako ● Teachers continue to focus on students ● Students in the focus group who made one or two sublevels' progress will be closely monitored to ensure that they maintain their levels of progress and achievement ● Teachers will identify focus students at the beginning of the year and these students will be discussed regularly at team PLG meetings ● Monitor carefully and regularly the maths progress and achievement
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	e.g maths extension - learn and teach (tuakana teina)	and WSL support	levels of all students at Edmonton <ul style="list-style-type: none"> Set 2022 targets for student achievement according to MOE guidelines and using a range of student achievement data
Planning for next year: <ul style="list-style-type: none"> Investigate one or two teachers working (WSLs) and investigate how we can spread and sustain the learning throughout the school Support all teachers at Edmonton to continue to establish close learning-focused relationships particularly with parents/whānau of focus students Access and engage in Culturally Responsive Practice professional learning through the Kāhui Ako Monitor all students achieving above expectation in Mathematics through professional learning community meetings and school professional learning cycle, to ensure that they continue to achieve highly. Monitor all students achieving below expectation in Mathematics and work together to set goals for these students to ensure that they move to achieving at expectation Continue with development of moderation processes to ensure consistency in teacher OTJs Regularly update tracking document and review all tracking tools Continue to share evidence based strategies on how to meet the needs of high achieving students in maths 			

Focus: Writing
<p style="text-align: center;">Strategic Aim 2: Effective Teaching</p> <p>Deliberate acts of teaching within cognitively rich classrooms are targeted to students' learning needs</p> <p>Annual Aim: Quality teaching and leadership make a difference for learners and their whānau</p>
<p>Year 2/3 Students</p> <p>The group of 10/63 Year 2 /3 are below the national expectations for their age-group in writing at the end of 2020 will have made more than one year's progress and be at or above expectations at the end of 2021</p> <p>The 12/63 Year 2 /3 are well below national expectations for his age-group in writing at the end of 2020, will make more than one year's progress by the end of 2021 and meet his IEP goals.</p> <p>Year 6 Students /6</p>

The group of 15/86 Year 5 students below the national expectations for their age-group in writing at the end of 2020 will have made more than one year's progress and be at or above expectations at the end of 2021

The group of 16/86 Year 6 students well below national expectations for their age-group in writing at the end of 2020, will make more than one year's progress by the end of 2021 and meet their IEP goals.

Baseline Data:

At the end of 2020, analysis of baseline data (Overall Teacher Judgement Analysis and easTTle) indicated that 22 students in the Year 2/3 and 31 students in the Year 5/6 cohorts were identified as underachieving in writing for their age-groups in comparison with other students in their cohorts.

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<ul style="list-style-type: none"> Seven Edmonton School teachers and leaders participated in mindlab PLD which focused on Inquiries around raising student (boys) achievement in writing Edmonton Primary School designed and participated in an Initiative focused on Collaboration to improve students achievement in Writing All teachers at Edmonton followed the principles of Ka Hikitia, and the Pasifika Plan and established close learning-focused relationships particularly with parents/whanau of focus students Te Atatu Kāhui Ako was further developed to better support member schools in raising student achievement in writing through meetings with ASL's and WSL's facilitated by Manu Faaea- Semeatu WSL's specifically focused on targeting this group of students to reduce the gap of tokenism Edmonton Primary School Professional Learning Group (PLG) 	<ul style="list-style-type: none"> This report is qualitative data only. Student data was not collected at the end of the year, due to lockdowns and only 50 % of our students returning to school Mindlab data innovation "How does the use of chrome books motivate the engagement of my reluctant writers (boys) to write in the classroom?" Joanne Burch research on the use of chrome books can increase student motivation and engagement in writing. The teachers results showed that this was evident for her boys. Another teacher's research showed student reflective blogs revealed how well they embraced a more student-centered and collaborative approach to 	<ul style="list-style-type: none"> We believe that the move to distance learning will have had an impact on student achievement in writing, with over eight weeks disruption to normal classroom programmes Indications are that the mindlab Inquiry in unpacking our Writing approach which was introduced again into one classroom was very successful in changing students' attitudes to writing 	<ul style="list-style-type: none"> It remains frustratingly challenging to move those students underachieving in writing Continue to access and revisit our PLd file from Ruth Price Continue to ensure close relationships with family and whānau through Home-School Partnership Share practice through the Kāhui Ako Teachers continue to focus on students Students in the focus group who made one or two sublevels' progress will be closely monitored to ensure that they maintain their levels of progress and achievement Teachers will identify focus students at the beginning of the year and these students will be discussed regularly at team PLG meetings Monitor carefully and regularly

<p>meetings focused on these students</p> <ul style="list-style-type: none"> • The appraisal system encouraged and supported teacher reflection on their teaching in Writing focus students • Intervention programmes were put in place for the focus students to support classroom teachers • Teaching resources were available and appropriate for these focus students • Development of moderation processes to ensure consistency in teacher OTJs was continued 	<p>learning. Some of the student comments were:</p> <ul style="list-style-type: none"> • <i>"Look at this!"</i> • <i>"Look at what I have done!"</i> • <i>"How do you do that?"</i> • <i>"What do I do to get my character to do that?"</i> • <i>"How did you get that background?"</i> • <i>"How can I make my character talk and move out of frame like you did?"</i> <p>The problem solving culture was thick and rich. The communication and collaboration was non-stop. The teaching moments from student to student interactions were at any time happening simultaneously.</p>		<p>the writing progress and achievement levels of all students at Edmonton</p> <ul style="list-style-type: none"> • Set 2022 targets for student achievement according to MOE guidelines and using a range of student achievement data
<p>Planning for next year:</p> <ul style="list-style-type: none"> • Support all teachers at Edmonton to follow our vision and values and establish close learning-focused relationships particularly with parents/whānau of focus students • Access and engage in Culturally Responsive Practice professional learning through the Kāhui Ako • Monitor all students achieving above expectation in Writing through professional learning community meetings and school appraisal system, to ensure that they continue to achieve highly • Monitor all students achieving below expectation in Writing and work together to set goals for these students to ensure that they move to achieving at expectation • Continue with development of moderation processes to ensure consistency in teacher OTJs • Regularly update tracking document and review all tracking tools • Continue to share evidence based strategies on how to meet the needs of all students in writing 			

Focus: Reading

Strategic Aim 2: Effective Teaching

Deliberate acts of teaching within cognitively rich classrooms are targeted to students' learning needs

Annual Aim: Quality teaching and leadership make a difference for learners and their whānau

Target:

Year 2/ students

The group of 6/55 Year 2 students below national expectations for their age-group in reading at the end of 2020 will have made more than one year's progress and be at or above expectations at the end of 2021

The group of 17/55 Year 2 students well below national expectations for their age-group in reading at the end of 2020, will make more than one year's progress by the end of 2021 and meet their IEP goals.

Year 3 students

The group of 8/63 Year 3 students below national expectations for their age-group in reading at the end of 2020 will have made more than one year's progress and be at or above expectations at the end of 2021

The group of 9/63 Year 3 students well below national expectations for their age-group in reading at the end of 2020, will make more than one year's progress by the end of 2021 and meet their IEP goals.

Year 6 students

The group of 2/46 Year 6 students below national expectations for their age-group in reading at the end of 2020 will have made more than one year's progress and be at or above expectations at the end of 2021

The group of 6/46 Year 6 students well below national expectations for their age-group in reading at the end of 2020, will make more than one year's progress by the end of 2021 and meet their IEP goals.

Baseline Data:

At the end of 2020, analysis of baseline data (Overall Teacher Judgement Analysis and Reading Running Records) indicated that 23 students in the Year 2 , 17 Year 3 and 8 Yr 6 students were identified as underachieving in reading for their age-groups in comparison with other students in their cohorts.

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<ul style="list-style-type: none"> • All teachers at Edmonton followed annual plan of intervention and established close learning-focused relationships particularly with parents/whanau of focus students • Te Atatu Kāhui Ako was further developed to better support member schools in raising student achievement in reading • Teachers specifically focused on targeting this group of students • Edmonton Professional Learning Group (PLG) meetings focused on these students • The appraisal system encouraged and supported teacher reflection on their teaching in mathematics and focus students • Intervention programmes were put in place for the focus students to support classroom teachers • Teaching resources were available and appropriate for these focus students • Development of moderation processes to ensure consistency in teacher OTJs was continued 	<ul style="list-style-type: none"> • No student data was collected at the end of term 4 as we only had 50% of our students return • Students enjoyed engaging with Sunshine on line as their main source of reading mileage over the lockdown period. • 	<ul style="list-style-type: none"> • We believe that the move to distance learning will have had an impact on student achievement in writing, with over eight weeks disruption to normal classroom programmes • Home learning programmes, however, depended very much on individual family circumstances and affected our students in very different ways • A review of our classroom reading programmes indicated that there is some variance in our understanding of some of the key teaching of reading approaches 	<ul style="list-style-type: none"> • Continue to discuss, monitor and evaluate the impact of digital technologies in this learning area • Continue to ensure close relationships with family and whānau through the Edmonton Home-School Partnership • Share practice through the Kāhui Ako • Teachers continue to focus on students • Teachers will identify focus students at the beginning of the year and these students will be discussed regularly at team PLG meetings • Monitor carefully and regularly the reading progress and achievement levels of all students at Edmonton School • Set 2022 targets for student achievement according to MOE guidelines and using a range of student achievement data

Planning for next year:

- Support all teachers at Edmonton to follow our vision and values and establish close learning-focused relationships particularly with parents/whānau of focus students
- Access and engage in Culturally Responsive Practice professional learning through the Kāhui Ako
- Monitor all students achieving above expectation in reading through professional learning community meetings and school appraisal system, to ensure that they continue to achieve highly
- Monitor all students achieving below expectation in reading and work together to set goals for these students to ensure that they move to achieving at expectation
- Continue with development of moderation processes to ensure consistency in teacher OTJs
- Regularly update tracking document and review all tracking tools
- Continue to share evidence based strategies on how to meet the needs of high achieving students in reading

2022 Writing Target

Strategic Goal 2: Effective teaching: Deliberate acts of teaching within cognitively rich classrooms are targeted to student learning needs

Annual Aim: Teaching staff are resourced to deliver quality teaching and learning opportunities where student agency, key competencies and learner qualities are promoted

Baseline Data: Our baseline data (end of year 2021 OTJs) identified some concerns in the Year 4/5 cohorts

Year 4 2022

Total below expectations = 7 out of 43 students (3 boys and 4 girls)

NZ European and other		Asian Below		Māori Below		Pasifika Below	
Below							
	3		1		2		1

Year 5 students 2022

Total below expectations = 5 out of 37 students (2 boys and 3 girls)

NZ European and other		Asian Below		Māori Below		Pasifika Below	
Below							
	2		3		0		0

Year 4 Students

Year 5 Students

The group of 7/43 Year 4 are below the national expectations for their age-group in writing at the end of 2021 will have made more accelerated progress and be at or above expectations at the end of 2022			The group of 5/37 Year 5 students below the national expectations for their age-group in writing at the end of 2021 will have made accelerated progress and be at or above expectations at the end of 2022		
Implementation/Action			Evaluation		
What is likely to make the most difference to students' achievement			How will we know if we are making a difference to student achievement?		
What are the related activities, practices, actions needed to achieve our goal and objectives?	By whom and by when? Budget?		What evidence indicates Progress/Success How and by whom will evidence be gathered?	When, how and by whom will evidence be analysed, reported and used?	Review of progress and identification of next steps
<p><u>Culturally Responsive and Relational Pedagogy (CRRP) – making a difference for our Maori learners</u></p> <p>Focus on:</p> <p>Rongohia te Hau – understanding classroom practise across the school</p> <p>Surveys – what Maori learner, non Maori learners and teachers are saying about their experience</p> <p>Classroom walk throughs – if CRRP was embedded in classroom what would we see, what would we hear, how would it feel, what are our shared understandings?</p> <p>Align CRRP actions with Appraisal goal</p>	<p><u>Terms 1-4</u></p> <p>All staff, supported by senior leaders and CRRP in school leaders</p>		<p>Accelerated progress of target students specific focus on Maori learners, but also including all learners. Close monitoring of student progress and reflective practise.</p> <p>Second survey and walkthroughs term 3, show improved CRRP.</p> <p>All other learners should progress at expectations. Initial evidence gathered by senior leaders and CRRP team</p> <p>Teacher reflection on CRRP rubric to inform teaching practice.</p>	<p>Results of first CRRP survey and walkthroughs reported to staff and BOT beginning of term 2.</p> <p>Improved results of second CRRP survey and walkthroughs term 3, reported to staff and BOT beginning of term 4.</p>	

<u>SMS upgrade / digital proficiency</u> Musac Edge Continue staff training Progressive achievement data Continue to refine aligning of and use the systems for COL, MOE, Mutukaroa, PaCT	<u>Terms 1-4</u> External technician All staff	Extending the use of the resources Staff evaluation	Biannually principal reports to BOT	
Implementation/Action		Evaluation		
What is likely to make the most difference to students' achievement?		How will we know if we are making a difference to student achievement?		
What are the related activities, practices, actions needed to achieve our goal and objectives?	By whom and by when? Budget?	What evidence indicates Progress/Success How and by whom will evidence be gathered?	When, how and by whom will evidence be analysed, reported and used?	Review of progress and identification of next steps
<u>Paired Writing</u>	<u>Terms 1-4</u> Paired Writing middle and senior school	Accelerated progress of target students including Maori, Pasifika and boys Class teachers, team leaders and senior managers	Teacher monitoring of student progress Class teachers, team leaders and senior managers. Reported BOT biannually	
<u>Attendance and Lateness</u> <ul style="list-style-type: none"> Home phone call, letters and visits will be carried out by the principal and SENCo. Serious absences referred to Attendance Officers, Waipareiria Trust Names to go in draw weekly for targeted attendance concerns. Reward with food voucher. 	<u>Terms 1-4</u> <ul style="list-style-type: none"> SENCo with senior managers Google doc attendance concerns register maintained Tracking and monitoring system will be recorded in register and minuted in team meetings 	Improved attendance and reduced lateness Evidence collected by all teachers, senior managers and principal	Evidence will be gathered by all teachers from Enrol data and Google doc attendance concerns register. Evidence will also be gathered and analysed from the late book held at reception. Reported to parents on student report, BOT termly	

<ul style="list-style-type: none"> Mark children of concern in team meetings Monthly draw for class with high attendance. Every calendar months - attendance cup awarded to class at assembly – class with highest attendance Certificates at the end of the year for individual high attendance 	<ul style="list-style-type: none"> Students referred to Waipareiria Trust - Attendance Officers informed daily by SENCo whether student is at school so they can follow up 		Senior managers to report to teams actions taken for serious absences	
Implementation/Action		Evaluation		
What is likely to make the most difference to students' achievement?		How will we know if we are making a difference to student achievement?		
What are the related activities, practices, actions needed to achieve our goal and objectives?	By whom and by when? Budget?	What evidence indicates Progress/Success How and by whom will evidence be gathered?	When, how and by whom will evidence be analysed, reported and used?	Review of progress and identification of next steps
<p><u>Professional learning groups</u></p> <p><u>Teaching as inquiry</u></p> <p>To monitor and evaluate progress of target students</p> <p>Responding better to the learning needs of the learner</p>	<p><u>Terms 1-4</u></p> <p>All teachers in Team weekly team meetings and senior leaders informed through team minutes</p>	<p>Accelerated student achievement of priority groups and target students</p> <p>Sharp, targeted, measurable steps that will be successfully achieved within 2 or 3 weeks</p> <p>Evidence gathered by all teachers meeting in team meetings</p>	<p>Using CaAP as a guide and literacy progressions.</p> <p>Analysed, reflected twice a term by all teachers. Reported to senior manager fortnightly. BOT termly. Students ongoing. Parents bi-annually.</p> <p>Evidence also gathered through appraisal process.</p>	
<p><u>Learners with learning support needs</u></p> <p>To identify and where appropriate, seek diagnosis of students with special education needs and refer them to appropriate agency(ies)</p> <p>To monitor and evaluate progress of students identified with special education needs</p>	<p><u>Terms 1-4</u></p> <p>SEnCo, principal, senior management, COL across school group, teachers closely monitor learners with special education needs</p>	<ul style="list-style-type: none"> Training and support for teacher-aides Resourcing Liaising with external agencies, RTLB, Outreach, MOE, health nurse, speech language, cultural advisers, Marinoto, occupational therapists, vision and hearing, Greenlane for hearing and processing, 	<ul style="list-style-type: none"> IEPs –termly with all stakeholders, otherwise twice-termly Outreach weekly reports of progress and next steps RTLB reports of progress and next steps Team PLGs Class teacher OTJs, assessment data Observations Parent meetings and information 	

		physiotherapists, psychologist, counsellors <ul style="list-style-type: none"> • Liaising with class teachers • Partnership with parents, whānau, carers • Transition plans to and from Edmonton for identified learners • Seeking the right funding to best support each learner 	<ul style="list-style-type: none"> • Across school COL teacher • PLD facilitator for writing • Other external liaison and meetings, SLT, Marinoto, health nurse, RTLB, psychologist, physiotherapists 	
Implementation/Action		Evaluation		
What is likely to make the most difference to students' achievement?		How will we know if we are making a difference to student achievement?		
What are the related activities, practices, actions needed to achieve our goal and objectives?	By whom and by when? Budget?	What evidence indicates Progress/Success How and by whom will evidence be gathered?	When, how and by whom will evidence be analysed, reported and used?	Review of progress and identification of next steps
<u>English language learners</u> To monitor and evaluate progress of students identified as English language learners ELL leader to provide support for classroom teachers and training in ELLPs Review processes	<u>Terms 1-4</u> ELLs leader Class teachers, teacher aides <u>Term 1</u> – review systems -Senior leaders redesigning systems and processes, and the monitoring and tracking of student progress and review of teacher planning	Accelerated student achievement Progress in relation to ELLPs	Bi-annually Reported to MOE by ESOL teacher and principal Reported to BOT by ESOL teacher and principal	
<u>Mutukaroa</u> To accelerate learning progress and achievement for students in Years 1 and 2 by fostering the active engagement of parents, families and whānau in learning partnerships, and to provide them with the tools and knowledge necessary for	<u>Terms 1-4</u> Mutukaroa Leader, DP, junior teachers,	Accelerated learning progress and achievement for new entrants. Learners know next steps in their learning. Interactions with PFW, feedback and observations indicate whānau are: Well informed about their child's achievement data and how they can support them at home	Testing immediately on entry to school at 5.0 and 6 years. For identified children also at 5.5 years. Shared with PFW at 5.0 and 5.5 and 6. Principal reports to BOT annually Student reports on anniversaries 20, 40, 80 weeks	

them to support the development of core skills in their children.			DP monitors Mutukaroa literacy data for patterns of gaps in learning.	
Implementation/Action What is likely to make the most difference to students' achievement?		Evaluation How will we know if we are making a difference to student achievement?		
What are the related activities, practices, actions needed to achieve our goal and objectives?	By whom and by when? Budget?	What evidence indicates Progress/Success How and by whom will evidence be gathered?	When, how and by whom will evidence be analysed, reported and used?	Review of progress and identification of next steps
<p>Digital Technologies</p> <p>DT facilitator and lead teachers will work alongside teachers and students to further develop authentic digital learning experiences within the context of the school environment.</p> <p>Continue to develop teacher competency to deliver DT curriculum and promote student agency • Develop a framework for digital citizenship and safety at Edmonton School. This framework will be designed to integrate with school values and wellbeing. • Build a foundation from digital literacy through to digital fluency across the school. • Use digital technologies to engage with whānau/iwi and community, in culturally responsive ways. • Develop an Edmonton School vision for Digital Learning including Digital Technology, eLearning and Digital Citizenship</p>	<p>Terms 1-4</p> <p>Lead teachers with support from facilitator</p>	<p>Teacher self-evaluation</p> <p>Facilitator and lead teacher observations and feedback/feedforward</p> <p>Student voice</p>	<p>Biannually reported to BOT by lead teachers and principal</p>	

2022 Reading Target

Strategic Goal 2: Effective teaching: Deliberate acts of teaching within cognitively rich classrooms are targeted to student learning needs

Annual Aim: Teaching staff are resourced to deliver quality teaching and learning opportunities where student agency, key competencies and learner qualities are promoted.

Baseline Data: Our baseline data (end of year 2021 OTJs) identified some concerns in Year 4/5 cohorts.

Year 4 students 2022

Total below expectations = 4 out of 43 students (2 boys and 2 girls)

NZ European and other Below		Asian Below		Māori Below		Pasifika Below	
	0		2		1		1

Year 4 students

The group of 4/43 Year 4 students below national expectations for their age-group in reading at the end of 2021 will have made accelerated progress and be at or above expectations at the end of 2022

Year 5 students 2022

Total below expectations = 8 out of 37 students (5 boys and 3 girls)

NZ European and other Below		Asian Below		Māori Below		Pasifika Below	
	3		1		2		2

Year 5 students

The group of 8/37 Year 5 students below national expectations for their age-group in reading at the end of 2021 will have made accelerated progress and be at or above expectations at the end of 2022

Implementation/Action What is likely to make the most difference to students' achievement?		Evaluation How will we know if we are making a difference to student achievement?		
What are the related activities, practices, actions needed to achieve our goal and objectives?	By whom and by when? Budget?	What evidence indicates Progress/Success How and by whom will evidence be gathered?	When, how and by whom will evidence be analysed, reported and used?	Review of progress and Identification of next steps
<u>SMS upgrade / digital proficiency</u> Musac Edge Continue staff training Progressive achievement data Continue to refine aligning of and use the systems for COL, MOE, Mutukaroa, PaCT	<u>Terms 1-4</u> External technician All staff	Extending the use of the resources Staff evaluation	Biannually principal reports to BOT	
<u>Attendance and Lateness</u> <ul style="list-style-type: none"> Focus on well-being and underlying cause of lateness / attendance. Assistance given to parents through counselling if needed (could be COVID related) Home phone call, texts, message on seesaw, google classroom, letters and visits will be carried out by the principal and SENCo. Serious absences referred to Attendance Officers, Waipareiria Trust Names to go in draw weekly for targeted attendance concerns. Reward with food voucher. Mark children of concern in team meetings Monthly draw for class with high attendance. Every calendar month's - attendance cup awarded to class at assembly – class with highest attendance 	<u>Terms 1-4</u> SENCo with senior managers. Google doc attendance concerns register maintained. Tracking and monitoring system will be recorded in register and minuted in team meetings. Students referred to Waipareiria Trust - Attendance Officers informed daily by SENCo whether student is at school so they can follow up.	Improved attendance and reduced lateness Insight into individual cases recorded and attended to appropriately. Evidence collected by all teachers, senior managers and principal	Evidence will be gathered by all teachers from Enrol data and Google doc attendance concerns register. Evidence will also be gathered and analysed from the late book held at reception. Reported to parents on student report, BOT termly Senior managers to report to teams actions taken for serious absences	

<ul style="list-style-type: none"> Certificates at the end of the year for individual high attendance. 				
Implementation/Action What is likely to make the most difference to students' achievement?		Evaluation How will we know if we are making a difference to student achievement?		
What are the related activities, practices, actions needed to achieve our goal and objectives?	By whom and by when? Budget?	What evidence indicates Progress/Success How and by whom will evidence be gathered?	When, how and by whom will evidence be analysed, reported and used?	Review of progress and Identification of next steps
Parent reading programme (Covid green) To identify students who would benefit from more reading mileage with adult support Review effectiveness of programme in regard to student progress	Terms 1-4 Helen teacher coordinator. Parent volunteers. X4 mornings a week. Term 1 - Senior managers review student progress for target students	Accelerated student progress Parent reading programme data recorded and analysed Outcome of review	Close monitoring achievement data. Principal reports to BOT mid-end year. Review analysed by senior managers	
Moderation of reading running records Continue to build teacher capability in assessing and analysing in relation to reading behaviour - MSV, and evidence of comprehension built up from guided teaching in class room sessions.	Term 2 Senior leaders and team leaders to support teachers developing ongoing understanding on administering and analysing reading running records – and using evidence collected to inform and change teacher practice	Feed into PLGs and team meetings, informing OTJs. Evidence in teacher planning identification of right reading strategy -reading behaviour. Teacher evaluation of their increased understanding. Evidence administering and analysing assessment tools effectively. During moderation of student running records workshops, evidence of rich teacher discussion and agreement. Principal and school leaders in consultation with teachers. Teacher appraisal. Staff meeting to be held at Reading Recovery Centre to observe lesson being taken behind the screen	Terms 1-4, ongoing Teacher appraisal Principal reports to BOT. Principal	

Implementation/Action		Evaluation		
What is likely to make the most difference to students' achievement?		How will we know if we are making a difference to student achievement?		
What are the related activities, practices, actions needed to achieve our goal and objectives?	By whom and by when? Budget?	What evidence indicates Progress/Success How and by whom will evidence be gathered?	When, how and by whom will evidence be analysed, reported and used?	Review of progress and Identification of next steps
<u>Reading Recovery</u> Identification of 6-year-old students who are lowest achievers in reading to participate in one on one reading recovery programme, and Targeted group support for learners alongside peers supporting children who are not progressing in their literacy learning after their first term at school.	<u>Term 1-4</u> Reading recovery and early literacy teacher 1 teacher working with 4 learners for 20 weeks PLD for middle school teachers to support accelerated learning using reading recovery strategies	Accelerated student achievement Data collected by reading recovery teachers Ongoing tracking of discontinued students up to Y6	Assessment data ongoing Reported to BOT biannually, University of Auckland and MOE annually Reported to parents biannually	targeted group support for learners alongside peers supporting children who are not progressing in their literacy learning after their first term at school.
<u>Quick 60</u> Explicit teaching Y3/4 small groups on key literacy skills	<u>Terms 1-4</u> SENCo	Accelerated student achievement Data collected by SENCo and class teachers	Assessment data ongoing Reported to parents, BOT	
<u>Better Start Literacy</u> Structured classroom instruction and small group reading Y1	<u>Term 1</u> Year 1 teacher Ongoing tracking x2 students T1-4	Accelerated student achievement Data collected by teacher	Reported to parents Reported to BOT, University of Canterbury and MOE	

Implementation/Action What is likely to make the most difference to students' achievement?		Evaluation How will we know if we are making a difference to student achievement?		
What are the related activities, practices, actions needed to achieve our goal and objectives?	By whom and by when? Budget?	What evidence indicates Progress/Success How and by whom will evidence be gathered?	When, how and by whom will evidence be analysed, reported and used?	Review of progress and identification of next steps
<p><u>Learners with learning support needs</u></p> <p>To identify and where appropriate, seek diagnosis of students with special education needs and refer them to appropriate agency(ies)</p> <p>To monitor and evaluate progress of students identified with special education needs</p>	<p><u>Terms 1-4</u></p> <p>SEnCo, principal, senior management, COL across school group, teachers closely monitor learners with special education needs</p>	<ul style="list-style-type: none"> • Training and support for teacher-aides • Resourcing • Liaising with external agencies, RTLB, Outreach, MOE, health nurse, speech language, cultural advisers, Marinoto, occupational therapists, vision and hearing, Greenlane for hearing and processing, physiotherapists, psychologist, counsellors • Liaising with class teachers • Partnership with parents, whanau, carers • Transition plans to and from Edmonton for identified learners • Seeking the right funding to best support each learner 	<ul style="list-style-type: none"> • IEPs –termly with all stakeholders, otherwise twice-termly • Outreach weekly reports of progress and next steps • RTLB reports of progress and next steps • Team PLGs • Class teacher OTJs, assessment data • Observations • Parent meetings and information • Across school COL teacher • PLD facilitator for writing • Other external liaison and meetings, SLT, Marinoto, health nurse, RTLB, psychologist, physiotherapists 	
<p><u>Professional learning groups</u></p> <p><u>Teaching as Inquiry</u></p> <p>To monitor and evaluate progress of target students</p> <p>Responding better to the learning needs of the learner</p>	<p><u>Terms 1-4</u></p> <p>All teachers in Team weekly team meetings and senior leaders informed through team minutes</p>	<p>Accelerated student achievement of priority groups and target students Sharp, targeted, measurable steps that will be successfully achieved within 2 or 3 weeks</p> <p>Evidence gathered by all teachers meeting in team meetings</p>	<p>Using CaAP as a guide and literacy progressions.</p> <p>Analysed, reflected on twice a term by all teachers. Reported to senior manager fortnightly. BOT termly. Students ongoing. Parents bi-annually.</p> <p>Evidence also gathered through appraisal process.</p>	

Implementation/Action What is likely to make the most difference to students' achievement?		Evaluation How will we know if we are making a difference to student achievement?		
What are the related activities, practices, actions needed to achieve our goal and objectives?	By whom and by when? Budget?	What evidence indicates Progress/Success How and by whom will evidence be gathered?	When, how and by whom will evidence be analysed, reported and used?	Review of progress and identification of next steps
<u>Mutukaroa</u> To accelerate learning progress and achievement for students in Years 1 and 2 by fostering the active engagement of parents, families and whānau in learning partnerships, and to provide them with the tools and knowledge necessary for them to support the development of core skills in their children.	<u>Terms 1-4</u> Mutukaroa Leader, DP, junior teachers,	Accelerated learning progress and achievement for new entrants. Learners know next steps in their learning. Interactions with PFW, feedback and observations indicate whānau are: <ul style="list-style-type: none"> Well informed about their child's achievement data and how they can support them at home 	Testing immediately on entry to school at 5.0 and 6 years. For identified children also at 5.5 years. Shared with PFW at 5.0 and 5.5 and 6. Principal reports to BOT annually Student reports on anniversaries 20, 40, 80 weeks DP monitors Mutukaroa literacy data for patterns of gaps in learning.	
<u>English language learners</u> To monitor and evaluate progress of students identified as English language learners ELL leader to provide support for classroom teachers and training in ELLPs Review process	<u>Terms 1-4</u> ELLs leader Class teachers, teacher aides <u>Term 1</u> – review systems -Senior leaders redesigning systems and processes, and the monitoring and tracking of student progress and review of teacher planning	Accelerated student achievement Progress in relation to ELLPs	Bi-annually Reported to MOE by ESOL teacher and principal Reported to BOT by ESOL teacher and principal	

Implementation/Action		Evaluation		
What is likely to make the most difference to students' achievement?		How will we know if we are making a difference to student achievement?		
What are the related activities, practices, actions needed to achieve our goal and objectives?	By whom and by when? Budget?	What evidence indicates Progress/Success How and by whom will evidence be gathered?	When, how and by whom will evidence be analysed, reported and used?	Review of progress and identification of next steps
<u>Culturally Responsive and Relational Pedagogy (CRRP) – making a difference for our Maori learners</u> Focus on: Review CRRP matrix Rongohia te Hau – understanding classroom practise across the school Surveys – what Maori learner, non Maori learners and teachers are saying about their experience Classroom walk throughs – if CRRP was embedded in classroom what would we see, what would we hear, how would it feel, what are our shared understandings? Align CRRP actions with Appraisal goal	<u>Terms 1-4</u> All staff, supported by senior leaders and CRRP in school leaders	Accelerated progress of target students specific focus on Maori learners, but also including all learners. Close monitoring of student progress and reflective practise. Second survey and walkthroughs term 3, show improved CRRP. All other learners should progress at expectations. Initial evidence gathered by senior leaders and CRRP team Teacher reflection on CRRP rubric to inform teaching practice.	Results of first CRRP survey and walk throughs reported to staff and BOT beginning of term 2. Improved results of second CRRP survey and walkthroughs term 3, reported to staff and BOT beginning of term 4.	
<u>Digital Technologies</u> DT facilitator and lead teachers will work alongside teachers and students to further develop authentic digital learning experiences within the context of the school environment. Continue to develop teacher competency to deliver DT curriculum and promote student agency • Develop a framework for digital citizenship and safety at Edmonton School. This framework will be designed to integrate with school values and wellbeing. • Build a foundation from digital literacy through to digital fluency across the school. • Use digital technologies to engage with whānau/iwi and community, in culturally responsive ways. • Develop an Edmonton School vision for Digital	<u>Terms 1-4</u> Lead teachers with support from facilitator	Teacher self-evaluation Facilitator and lead teacher observations and feedback/feedforward Student voice	Biannually reported to BOT by lead teachers and principal	

Learning including Digital Technology, eLearning and Digital Citizenship				
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2022 MATHEMATICS TARGET

Strategic Goal 2: Effective teaching: Deliberate acts of teaching within cognitively rich classrooms are targeted to student learning needs

Annual Aim: Teaching staff are resourced to deliver quality teaching and learning opportunities where student agency, key competencies and learner qualities are promoted

Base line Data: Our baseline data (end of year 2021 OTJs) identified some concerns in the Year 4 and 5 cohorts

Year 4 Students 2022

Total below expectations = 14 out of 43 students (6 boys and 8 girls)

NZ European and other		Asian Below		Māori Below		Pasifika Below	
Below							
	7		2		1		4

Year 4 Students

The group of 14/43 Year 4 students below national expectations for their age-group in mathematics at the end of 2021 will have made accelerated progress and be at or above expectations at the end of 2022

Year 5 Students 2022

Total below expectations = 13 out of 37 students (6 boys and 7 girls)

NZ European and other		Asian Below		Māori below		Pasifika Below	
Below							
	4		2		4		3

Year 5 Students

The group of 13/37 Year 5 students below national expectations for their age-group in mathematics at the end of 2021 will have made accelerated progress and be at or above expectations at the end of 2022

Implementation/Action What is likely to make the most difference to students' achievement?		Evaluation How will we know if we are making a difference to student achievement?		
What are the related activities, practices, actions needed to achieve our goal and objectives?	By whom and by when? Budget?	What evidence indicates Progress/Success How and by whom will evidence be gathered?	When, how and by whom will evidence be analysed, reported and used?	Review of progress and identification of next steps
<u>SMS upgrade / digital proficiency</u> Musac Edge Continue staff training Progressive achievement data Continue to refine aligning of and use the systems for COL, MOE, Mutukaroa, PaCT	<u>Terms 1-4</u> External technician All staff	Extending the use of the resources Staff evaluation	Biannually principal reports to BOT	
<u>Professional learning groups</u> <u>Teaching as inquiry</u> To monitor and evaluate progress of target students Responding better to the learning needs of the learner	<u>Terms 1-4</u> All teachers in Team weekly team meetings and senior leaders informed through team minutes	Accelerated student achievement of priority groups and target students Sharp, targeted, measurable steps that will be successfully achieved within 2 or 3 weeks Evidence gathered by all teachers meeting in team meetings	Using CaAP as a guide and literacy progressions. Analysed, reflected twice a term by all teachers. Reported to senior manager fortnightly. BOT termly. Students ongoing. Parents bi-annually. Evidence also gathered through appraisal process.	
<u>Accelerated learning in mathematics philosophy (ALiM)</u> Extend ALiM by undertaking an inquiry into Improving children's mathematics learning and achievement through the use of flexible, multi-ability grouping of children	<u>Terms 1-4</u> Team of teachers led by Heather and support from Kahui Ako facilitator (WSL) Math review middle/senior school ALiM Y3-6 teachers	<ul style="list-style-type: none"> • Inquiry, review against ERO 2018 publication <i>Teaching Strategies that Work - Mathematics</i> • Accelerated student achievement 	<ul style="list-style-type: none"> • Collect staff voice term 1 and analyse gaps • Term 2 initiate PLD around the gaps • Review math resources • Term 3 modelling and observing • ALiM Y3-6 teachers 	

			<ul style="list-style-type: none"> Beginning T4 reported to Bot by ALiM coordinator and principal 	
Implementation/Action What is likely to make the most difference to students' achievement?		Evaluation How will we know if we are making a difference to student achievement?		
What are the related activities, practices, actions needed to achieve our goal and objectives?	By whom and by when? Budget?	What evidence indicates Progress/Success How and by whom will evidence be gathered?	When, how and by whom will evidence be analysed, reported and used?	Review of progress and identification of next steps
<u>Attendance and Lateness</u> <ul style="list-style-type: none"> Focus on well-being and underlying cause of lateness / attendance. Assistance given to parents through counselling if needed (could be COVID related) Home phone call, texts, message on seesaw, google classroom, letters and visits will be carried out by the principal and SENCo. Serious absences referred to Attendance Officers, Waipareiria Trust Names to go in draw weekly for targeted attendance concerns. Reward with food voucher. Mark children of concern in team meetings Monthly draw for class with high attendance. Every calendar month's - attendance cup awarded to class at assembly – class with highest attendance 	<u>Terms 1-4</u> SENCo with senior managers. Google doc attendance concerns register maintained. Tracking and monitoring system will be recorded in register and minuted in team meetings. Students referred to Waipareiria Trust - Attendance Officers informed daily by SENCo whether student is at school so they can follow up.	Improved attendance and reduced lateness Insight into individual cases recorded and attended to appropriately. Evidence collected by all teachers, senior managers and principal	Evidence will be gathered by all teachers from Enrol data and Google doc attendance concerns register. Evidence will also be gathered and analysed from the late book held at reception. Reported to parents on student report, BOT termly Senior managers to report to teams actions taken for serious absences	

<ul style="list-style-type: none"> • Certificates at the end of the year for individual high attendance. 				
Implementation/Action What is likely to make the most difference to students' achievement?		Evaluation How will we know if we are making a difference to student achievement?		
What are the related activities, practices, actions needed to achieve our goal and objectives?	By whom and by when? Budget?	What evidence indicates Progress/Success How and by whom will evidence be gathered?	When, how and by whom will evidence be analysed, reported and used?	Review of progress and Identification of next steps
<p><u>Learners with learning support needs</u></p> <p>To identify and where appropriate, seek diagnosis of students with special education needs and refer them to appropriate agency(ies)</p> <p>To monitor and evaluate progress of students identified with special education needs</p>	<p><u>Terms 1-4</u></p> <p>SEnCo, principal, senior management, COL across school group, teachers closely monitor learners with special education needs</p>	<ul style="list-style-type: none"> • Training and support for teacher-aides • Resourcing • Liaising with external agencies, RTLB, Outreach, MOE, health nurse, speech language, cultural advisers, Marinoto, occupational therapists, vision and hearing, Greenlane for hearing and processing, physiotherapists, psychologist, counsellors • Liaising with class teachers • Partnership with parents, whanau, carers • Transition plans to and from Edmonton for identified learners 	<ul style="list-style-type: none"> • IEPs –termly with all stakeholders, otherwise twice-termly • Outreach weekly reports of progress and next steps • RTLB reports of progress and next steps • Team PLGs • Class teacher OTJs, assessment data • Observations • Parent meetings and information • Across school COL teacher • PLD facilitator for writing • Other external liaison and meetings, SLT, Marinoto, health nurse, RTLB, psychologist, physiotherapists 	

		<ul style="list-style-type: none"> Seeking the right funding to best support each learner 		
Implementation/Action		Evaluation		
What is likely to make the most difference to students' achievement?		How will we know if we are making a difference to student achievement?		
What are the related activities, practices, actions needed to achieve our goal and objectives?	By whom and by when? Budget?	What evidence indicates Progress/Success How and by whom will evidence be gathered?	When, how and by whom will evidence be analysed, reported and used?	Review of progress and identification of next steps
<p><u>Culturally Responsive and Relational Pedagogy (CRRP) – making a difference for our Maori learners</u></p> <p>Focus on:</p> <p>Rongohia te Hau – understanding classroom practise across the school</p> <p>Surveys – what Maori learner, non Maori learners and teachers are saying about their experience</p> <p>Continue with Classroom walk throughs – CRRP developing and in some cases embedded in classroom</p> <p>what are we seeing, what are we hearing, how does it feel, what are our shared understandings</p> <p>PLD COL TOD 30/01/19</p> <p>Align CRRP actions with Appraisal goal</p>	<p><u>Terms 1-4</u></p> <p>All staff supported by senior leaders and CRRP in school leaders</p>	<p>Accelerated progress of target students specific focus on Maori learners, but also including all learners. Close monitoring of student progress and reflective practise.</p> <p>Second survey and walkthroughs term 3, show improved CRRP.</p> <p>All other learners should progress at expectations. Initial evidence gathered by senior leaders and CRRP team</p> <p>Teacher reflection on CRRP rubric to inform teaching practice.</p>	<p>Results of first CRRP survey and walkthroughs reported to staff and BOT beginning of term 2.</p> <p>Improved results of second CRRP survey and walkthroughs term 3, reported to staff and BOT beginning of term 4.</p>	

Mutukaroa To accelerate learning progress and achievement for students in Years 1 and 2 by fostering the active engagement of parents, families and whānau in learning partnerships, and to provide them with the tools and knowledge necessary for them to support the development of core skills in their children.	Terms 1-4 Mutukaroa Leader, DP, junior teachers,	Accelerated learning progress and achievement for new entrants. Learners know next steps in their learning. Interactions with PFW, feedback and observations indicate whānau are: Well informed about their child's achievement data and how they can support them at home	Testing immediately on entry to school at 5.0 and 6 years. For identified children also at 5.5 years. Shared with PFW at 5.0 and 5.5 and 6. Principal reports to BOT annually Student reports on anniversaries 20, 40, 80 weeks DP monitors Mutukaroa literacy data for patterns of gaps in learning.	
Implementation/Action What is likely to make the most difference to students' achievement?		Evaluation How will we know if we are making a difference to student achievement?		
What are the related activities, practices, actions needed to achieve our goal and objectives?	By whom and by when? Budget?	What evidence indicates Progress/Success How and by whom will evidence be gathered?	When, how and by whom will evidence be analysed, reported and used?	Review of progress and Identification of next steps
Digital Technologies DT facilitator and lead teachers will work alongside teachers and students to further develop authentic digital learning experiences within the context of the school environment. Continue to develop teacher competency to deliver DT curriculum and promote student agency • Develop a framework for digital citizenship and safety at Edmonton School. This framework will be designed to integrate with school values and wellbeing. • Build a foundation from digital literacy through to digital fluency across the school. • Use digital technologies to engage with whānau/iwi and	Terms 1-4 Lead teachers with support from facilitator	Teacher self-evaluation Facilitator and lead teacher observations and feedback/feedforward Student voice	Biannually reported to BOT by lead teachers and principal	

community, in culturally responsive ways. • Develop an Edmonton School vision for Digital Learning including Digital Technology, eLearning and Digital Citizenship				
Implementation/Action What is likely to make the most difference to students' achievement?		Evaluation How will we know if we are making a difference to student achievement?		
What are the related activities, practices, actions needed to achieve our goal and objectives?	By whom and by when? Budget?	What evidence indicates Progress/Success How and by whom will evidence be gathered?	When, how and by whom will evidence be analysed, reported and used?	Review of progress and identification of next steps
<u>Local Curriculum Design – Mathematics and Statistics and Digital Technology</u> Facilitating equity for all students and designing a relevant curriculum for our local area, which will build coherent pathways and make a seamless transition for students from ECE and primary through to intermediate and secondary schools. Promote home school partnerships in a more authentic context • Provide rich opportunities and coherent pathways for all learners • Provide teachers with the pedagogical knowledge to support them with this learning • Grow	<u>Terms 1-4</u> Te Atatu Kahui Ako In 2022, core team of 25 teachers in across and within school roles including 9 school leaders, leading this PLD	Stakeholders' voice • Evidence of closing the gap and increased engagement for priority learners • Classroom evidence of promoting 21st century skills and key competencies of student collaboration and agency, resilience and self-management • Through the professional growth cycle, evidence school leaders gaining additional knowledge and skills in being leaders of learning • Evidence acquired through the professional growth cycle of a positive change in teacher practice • Classroom observations will show that	Facilitator and core team WSLs and ASLs, school leaders	

leaders to coach and mentor colleagues and ensure growth is sustained		target students will be effectively applying computational thinking and design across learning areas.		
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KIWISPORT NOTE

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2021, the school received total Kiwisport funding of \$3733.25 (excluding GST). The funding was spent on employing a Sports Co-Ordinator. The number of students participating in organised sport increased from 70% to 90% of the school roll.