

# HUNTLY WEST SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2022

#### School Directory

**Ministry Number:** 1752

**Principal:** Margaret Aiono

**School Address:** Paki Street

**School Postal Address:** P O Box 186, Huntly 3740, Huntly, 3700

**School Phone:** 07 828 8371

**School Email:** [tinat@huntlywest.school.nz](mailto:tinat@huntlywest.school.nz)

**Accountant / Service Provider:**

**Education**  **Services.**  
*Dedicated to your school*

# HUNTLY WEST SCHOOL

Annual Report - For the year ended 31 December 2022

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# Huntly West School

## Statement of Responsibility

For the year ended 31 December 2022

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 2022 fairly reflects the financial position and operations of the school.

The School's 2022 financial statements are authorised for issue by the Board.

Kaela Tanhono

Full Name of Presiding Member

Valerie Aiono

Full Name of Principal



Signature of Presiding Member



Signature of Principal

21/06/23

Date:

21/06/23

Date:

# Huntly West School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

		2022	2022	2021
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Revenue</b>				
Government Grants	2	1,329,286	1,237,173	1,357,595
Locally Raised Funds	3	12,621	13,000	19,258
Interest Income		4,065	600	564
		<u>1,345,972</u>	<u>1,250,773</u>	<u>1,377,417</u>
<b>Expenses</b>				
Locally Raised Funds	3	20,546	42,100	4,717
Learning Resources	4	766,874	821,230	843,311
Administration	5	230,114	94,240	160,577
Finance		784	500	504
Property	6	293,706	286,110	184,737
Other Expenses	7	458	-	-
		<u>1,312,482</u>	<u>1,244,180</u>	<u>1,193,846</u>
<b>Net Surplus / (Deficit) for the year</b>		33,490	6,593	183,571
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u><u>33,490</u></u>	<u><u>6,593</u></u>	<u><u>183,571</u></u>

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



# Huntly West School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Equity at 1 January</b>		789,181	507,118	591,888
Total comprehensive revenue and expense for the year		33,490	6,593	183,571
Contributions from the Ministry of Education		-	-	3,044
Contribution - Furniture and Equipment Grant		-	-	10,678
SNUP - MOE Contribution		-	-	-
<b>Equity at 31 December</b>		822,671	513,711	789,181
Accumulated comprehensive revenue and expense		822,671	513,711	789,181
<b>Equity at 31 December</b>		822,671	513,711	789,181

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.



# Huntly West School

## Statement of Financial Position

As at 31 December 2022

		2022	2022	2021
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	706,892	301,265	687,755
Accounts Receivable	9	76,244	106,116	83,745
GST Receivable		5,708	-	9,704
Prepayments		4,255	3,648	679
Inventories	10	7,236	2,894	7,980
		810,643	413,923	789,863
<b>Current Liabilities</b>				
GST Payable		-	21,572	-
Accounts Payable	12	78,728	73,793	60,332
Revenue Received in Advance	13	3,068	2,514	2,795
Provision for Cyclical Maintenance	14	139,834	-	80,353
Finance Lease Liability	15	5,732	6,667	2,568
Funds held for Capital Works Projects	16	17,960	-	131,436
		245,322	104,546	277,484
<b>Working Capital Surplus/(Deficit)</b>		565,321	309,377	512,379
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	265,214	207,557	277,457
		265,214	207,557	277,457
<b>Non-current Liabilities</b>				
Finance Lease Liability	15	7,864	3,223	655
		7,864	3,223	655
<b>Net Assets</b>		822,671	513,711	789,181
<b>Equity</b>		822,671	513,711	789,181

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



# Huntly West School

## Statement of Cash Flows

For the year ended 31 December 2022

		2022	2022	2021
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		399,135	387,181	507,729
Locally Raised Funds		19,149	(3,000)	6,319
Goods and Services Tax (net)		3,996	-	(31,276)
Payments to Employees		(90,918)	(125,500)	(165,484)
Payments to Suppliers		(171,859)	(495,139)	(115,107)
Interest Paid		(784)	(500)	(504)
Interest Received		3,686	600	521
Net cash from/(to) Operating Activities		162,405	(236,358)	202,198
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(15,980)	(45,000)	(71,183)
Net cash from/(to) Investing Activities		(15,980)	(45,000)	(71,183)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	3,044
Finance Lease Payments		(3,503)	(5,005)	(4,383)
Funds Administered on Behalf of Third Parties		(123,785)	-	(29,549)
Net cash from/(to) Financing Activities		(127,288)	(5,005)	(30,888)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>19,137</b>	<b>(286,363)</b>	<b>100,127</b>
Cash and cash equivalents at the beginning of the year	8	687,755	587,628	587,628
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>706,892</b>	<b>301,265</b>	<b>687,755</b>

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

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



# Huntly West School

## Notes to the Financial Statements

### For the year ended 31 December 2022

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Huntly West 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 statements have been prepared for the period 1 January 2022 to 31 December 2022 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 expense 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 best estimate of the cost of painting the school and when the school is required to be painted, based on the school's condition. During the year, the Board assesses the reasonableness of its painting provision. Cyclical maintenance is disclosed at note 14.





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

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 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. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. 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. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 21b.

##### *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.

Other Ministry Grants for directly funded programs are recorded as revenue when the School has the rights to the funding in the period they relate to. The grants are not received in cash by the School and are paid directly 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. Grants for the use of land and buildings 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 where conditions exist**

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 recognised as an asset and revenue when the right to receive is established unless there is an obligation to return funds if conditions are not met. If conditions are not met, the amount is recognised as revenue in advance and recognised as revenue when conditions are satisfied.



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recognised

### **Interest Revenue**

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

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

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

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

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

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

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

### **g) Accounts Receivable**

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

### **h) Inventories**

Inventories are consumable items held for sale and comprised of stationery 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.

### **i) 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.

### **j) 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 (funded by the Board) to buildings owned by the Crown or directly by the board 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:

Buildings	18-40 years
Furniture and Equipment	5-15 Years
Information and Communication Technology	5 Years
Textbooks	4 Years
Library Resources	8 Years DV
Leased assets held under a Finance Lease	Term of Lease

### **k) Intangible Assets**

#### *Software costs*

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

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

### **l) 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. If such indication exists, the School estimates the asset's recoverable service amount. 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.

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information. The valuation is based on a comparison to recent market transactions.

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. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

### **m) 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.



#### **n) 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 12 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. Remeasurements are recognised in surplus or deficit in the period in which they arise.

#### **o) Revenue Received in Advance**

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

The School holds sufficient funds to enable the refund of unearned fees in relation to students, should the School be unable to provide the services to which they relate.

#### **p) Funds Held in Trust**

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

#### **q) Funds held for Capital works**

The school directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose as such these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

#### **r) Shared Funds**

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Comprehensive Revenue and Expense. In instances where the school is determined to be the principal for providing the service related to the Shared Funds (such as the RTL programme), all income and expenditure related to the provision of the service is recorded in the Statement of Comprehensive Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.



#### **s) 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 the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

The schools carries out painting maintenance of the whole school over a 7 to 10 year period, the economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

#### **t) 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 initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

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. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

#### **u) 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.

#### **v) 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.

#### **w) Budget Figures**

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

#### **x) 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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	517,860	387,181	550,747
Teachers' Salaries Grants	688,738	697,380	695,934
Use of Land and Buildings Grants	122,688	152,612	110,914
	<u>1,329,286</u>	<u>1,237,173</u>	<u>1,357,595</u>

The school has opted in to the donations scheme for this year. Total amount received was \$21,150.

## 3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Revenue</b>			
Donations & Bequests	400	200	1,200
Fees for Extra Curricular Activities	5,428	7,800	12,448
Trading	6,793	5,000	5,610
	<u>12,621</u>	<u>13,000</u>	<u>19,258</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	12,306	37,100	1,471
Trading	8,240	5,000	3,138
Fundraising & Community Grant Costs	-	-	108
	<u>20,546</u>	<u>42,100</u>	<u>4,717</u>
<i>Surplus/(Deficit) for the year Locally raised funds</i>	<u>(7,925)</u>	<u>(29,100)</u>	<u>14,541</u>

## 4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	13,254	28,150	22,025
Library Resources	-	200	34
Employee Benefits - Salaries	705,775	745,380	776,904
Staff Development	1,419	5,500	2,025
Depreciation	46,426	42,000	42,323
	<u>766,874</u>	<u>821,230</u>	<u>843,311</u>





## 5. Administration

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Audit Fee	4,606	5,000	4,472
Board Fees	4,015	5,060	2,175
Board Expenses	2,930	6,550	4,995
Communication	2,457	2,480	2,467
Consumables	15,269	13,100	13,210
Operating Lease	479	-	239
Other	7,407	8,550	6,551
Employee Benefits - Salaries	52,742	40,000	36,702
Insurance	1,077	-	1,333
Service Providers, Contractors and Consultancy	11,792	13,500	14,060
Healthy School Lunch Programme	127,340	-	74,373
	<u>230,114</u>	<u>94,240</u>	<u>160,577</u>

## 6. Property

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	6,618	6,800	7,690
Cyclical Maintenance Provision	59,481	7,198	551
Grounds	24,000	28,500	13,884
Heat, Light and Water	8,645	12,000	9,829
Rates	8,040	5,500	5,017
Repairs and Maintenance	34,556	33,500	3,309
Use of Land and Buildings	122,688	152,612	110,914
Security	4,631	2,500	2,352
Employee Benefits - Salaries	25,047	37,500	31,191
	<u>293,706</u>	<u>286,110</u>	<u>184,737</u>

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. Other Expenses

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Loss on Uncollectable Accounts Receivable	458	-	-
	<u>458</u>	<u>-</u>	<u>-</u>



## 8. Cash and Cash Equivalents

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Bank Accounts	706,892	301,265	687,755
Cash and cash equivalents for Statement of Cash Flows	706,892	301,265	687,755

The carrying value of short-term deposits with original maturity dates of 90 days or less approximates their fair value. Of the \$706,892 cash and cash equivalents \$17,960 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 school's buildings. The funds are required to be spent in 2023 on Crown owned school buildings.

## 9. Accounts Receivable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Receivables	14,552	12,490	23,875
Banking Staffing Underuse	-	40,372	11,800
Interest Receivable	442	20	63
Teacher Salaries Grant Receivable	61,250	53,234	48,007
	76,244	106,116	83,745
Receivables from Exchange Transactions	14,994	12,510	23,938
Receivables from Non-Exchange Transactions	61,250	93,606	59,807
	76,244	106,116	83,745

## 10. Inventories

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Uniforms	7,236	2,894	7,980
	7,236	2,894	7,980





## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Building Improvements	73,802	-	-	-	(4,782)	69,020
Furniture and Equipment	128,531	12,541	-	-	(12,723)	128,349
Information and Communication Technology	63,897	5,833	-	-	(19,635)	50,095
Leased Assets	7,010	15,748	-	-	(8,743)	14,015
Library Resources	4,217	61	-	-	(543)	3,735
<b>Balance at 31 December 2022</b>	<b>277,457</b>	<b>34,183</b>	<b>-</b>	<b>-</b>	<b>(46,426)</b>	<b>265,214</b>

The net carrying value of equipment held under a finance lease is \$14,015 (2021: \$7,010)

### Restrictions

There are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2022	2022	2022	2021	2021	2021
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	150,064	(81,044)	69,020	150,064	(76,262)	73,802
Furniture and Equipment	265,940	(137,591)	128,349	253,398	(124,867)	128,531
Information and Communication Technology	217,724	(167,629)	50,095	211,891	(147,994)	63,897
Leased Assets	19,294	(5,279)	14,015	27,256	(20,246)	7,010
Library Resources	41,300	(37,565)	3,735	41,240	(37,023)	4,217
<b>Balance at 31 December</b>	<b>694,322</b>	<b>(429,108)</b>	<b>265,214</b>	<b>683,849</b>	<b>(406,392)</b>	<b>277,457</b>

## 12. Accounts Payable

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	8,783	5,544	7,671
Accruals	4,606	4,300	4,472
Banking Staffing Overuse	-	5,716	-
Employee Entitlements - Salaries	61,250	53,234	48,007
Employee Entitlements - Leave Accrual	4,089	4,999	182
	<b>78,728</b>	<b>73,793</b>	<b>60,332</b>
Payables for Exchange Transactions	78,728	73,793	60,332
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<b>78,728</b>	<b>73,793</b>	<b>60,332</b>

The carrying value of payables approximates their fair value.



### 13. Revenue Received in Advance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Student AP's	3,068	2,514	2,795
	<u>3,068</u>	<u>2,514</u>	<u>2,795</u>

### 14. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	80,353	(7,198)	79,802
Increase to the Provision During the Year	15,537	7,198	6,647
Other Adjustments	43,944	-	(6,096)
Provision at the End of the Year	<u>139,834</u>	<u>-</u>	<u>80,353</u>
Cyclical Maintenance - Current	139,834	-	80,353
Cyclical Maintenance - Non current	-	-	-
	<u>139,834</u>	<u>-</u>	<u>80,353</u>

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2023. This plan is based on the schools 10 Year Property plan / painting quotes.

### 15. Finance Lease Liability

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	6,577	6,667	2,729
Later than One Year and no Later than Five Years	8,365	3,223	676
Future Finance Charges	(1,346)	-	(182)
	<u>13,596</u>	<u>9,890</u>	<u>3,223</u>
<b>Represented by</b>			
Finance lease liability - Current	5,732	6,667	2,568
Finance lease liability - Non current	7,864	3,223	655
	<u>13,596</u>	<u>9,890</u>	<u>3,223</u>



## 16. Funds Held (Owed) for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works projects is included under cash and cash equivalents in note 8.

	2022	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Heatpumps Block A/B		231712	19,610	-	(1,650)	-	17,960
Playground		223294	44,798	3,266	(61,721)	13,657	-
A Blk Up-Grade		220888	67,028	-	(66,379)	(10,957)	(10,308)
Totals			131,436	3,266	(129,750)	2,700	7,652

### Represented by:

Funds Held on Behalf of the Ministry of Education	17,960
Funds Receivable from the Ministry of Education	(10,308)

	2021	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Replace Floor Covering		225356	158,745	(4,849)	(153,896)	-	-
Heatpumps Block A/B		231712	-	47,610	(28,000)	-	19,610
Playground		223294	-	90,437	(45,639)	-	44,798
A Blk Up-Grade		220888	-	91,320	(24,292)	-	67,028
Totals			158,745	224,518	(251,827)	-	131,436

### Represented by:

Funds Held on Behalf of the Ministry of Education	131,436
Funds Receivable from the Ministry of Education	-

## 17. Related Party Transactions

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

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



## 18. Remuneration

### Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	4,015	2,175
<i>Leadership Team</i>		
Remuneration	320,538	312,891
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	<u>324,553</u>	<u>315,066</u>

There are 7 members of the Board excluding the Principal. The Board had held 9 full meetings of the Board in the year. The Board also has Finance (0 members) and Property (3 members) that met 0 and 2 times respectively. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### Principal 1

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130 - 140	130 - 140
Benefits and Other Emoluments	-	-
Termination Benefits	-	-

### Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 - 110	-	-
	<u>0.00</u>	<u>0.00</u>

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

## 19. Compensation and Other Benefits Upon Leaving

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

	2022 Actual	2021 Actual
Total	-	-
Number of People	-	-



## 20. Contingencies

There are no contingent liabilities and no contingent assets (except as noted below) as at 31 December 2022 (Contingent liabilities and assets at 31 December 2021: nil).

The Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School has not been notified of the final wash up calculation relating to 31 December 2022. The final calculations impact on the financial statements is unable to be determined at the date of reporting.

### 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 2022 a contingent liability for the school may exist.

## 21. Commitments

### (a) Capital Commitments

As at 31 December 2022 the Board has entered into contract agreements for capital works as follows:

\$47,610 contract for the Heatpumps Block A/B as agent for the Ministry of Education. This project is fully funded by the Ministry and \$47,610 has been received of which \$29,650 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$913,198 contract for the A Blk Up-Grade as agent for the Ministry of Education. This project is fully funded by the Ministry and \$101,628 has been received of which \$111,936 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments as at 31 December 2021:

\$47,610 contract for the Heatpumps Block A/B as agent for the Ministry of Education. This project is fully funded by the Ministry and \$47,610 has been received of which \$28,000 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$100,485 contract for the Playground as agent for the Ministry of Education. This project is fully funded by the Ministry and \$90,437 has been received of which \$45,639 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$913,198 contract for the A Blk Up-Grade as agent for the Ministry of Education. This project is fully funded by the Ministry and \$91,320 has been received of which \$24,292 has been spent on the project to balance date. This project has been approved by the Ministry.)

### (b) Operating Commitments

There are no operating commitments as at 31 December 2022 (Operating commitments at 31 December 2021: nil).



## 22. Financial Instruments

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

### Financial assets measured at amortised cost

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	706,892	301,265	687,755
Receivables	76,244	106,116	83,745
Investments - Term Deposits	-	-	-
Total Financial assets measured at amortised cost	783,136	407,381	771,500

### Financial liabilities measured at amortised cost

Payables	78,728	73,793	60,332
Finance Leases	13,596	9,890	3,223
Total Financial Liabilities Measured at Amortised Cost	92,324	83,683	63,555

## 23. Events After Balance Date

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

## 24. Comparatives

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



## Huntly West School

### Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022, the school received total Kiwisport funding of \$1,683 (excluding GST). The funding was spent on sporting endeavours.

## Statement of Compliance with Employment Policy

For the year ended 31st December 2022 the Huntly West School Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.

## Huntly West School

### Members of the Board

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Margs Aiono	Principal		
Donyelle Wirihana-Kemp	Presiding Member	Elected	May 2025
Amelia Moana	Parent Representative	Co-opted	May 2025
Kaela Tawhiao	Parent Representative	Elected	May 2025
Ngawai Perry	Parent Representative	Elected	May 2025
Rhys Arnold	Parent Representative	Co-opted	May 2025
Joy Tengu	Parent Representative	Elected	May 2025
Arthur Rhind	Staff Representative	Elected	May 2025





# Huntly West School

Kuhu mai ki te ako, haere ki te awhina

Analysis of Variance 2023 Huntly West School - 1752																																								
Strategic Goal	3.1 Determine accurate OTJS through collaborative moderation and analysis tools																																							
Achievement Target	40% acceleration in Reading, Writing, Mathematics of all students																																							
Results	<div><div><div>Not Achieving</div><div>Early Level</div><div>At</div><div>Above</div></div><p>The bar chart displays student achievement levels across three subjects: Reading, Writing, and Mathematics. For each subject, data is shown for Baseline and Term Four. The achievement levels are categorized as Not Achieving (blue), Early Level (red), At (yellow), and Above (green). The Y-axis represents the number of students, ranging from 0 to 60.</p><table><tr><th>Subject</th><th>Time Point</th><th>Not Achieving</th><th>Early Level</th><th>At</th><th>Above</th></tr><tr><td rowspan="2">Reading</td><td>Baseline</td><td>45</td><td>40</td><td>5</td><td>10</td></tr><tr><td>Term Four</td><td>50</td><td>15</td><td>25</td><td>10</td></tr><tr><td rowspan="2">Writing</td><td>Baseline</td><td>40</td><td>45</td><td>20</td><td>5</td></tr><tr><td>Term Four</td><td>55</td><td>20</td><td>20</td><td>5</td></tr><tr><td rowspan="2">Mathematics</td><td>Baseline</td><td>35</td><td>50</td><td>15</td><td>5</td></tr><tr><td>Term Four</td><td>30</td><td>20</td><td>30</td><td>10</td></tr></table></div>	Subject	Time Point	Not Achieving	Early Level	At	Above	Reading	Baseline	45	40	5	10	Term Four	50	15	25	10	Writing	Baseline	40	45	20	5	Term Four	55	20	20	5	Mathematics	Baseline	35	50	15	5	Term Four	30	20	30	10
Subject	Time Point	Not Achieving	Early Level	At	Above																																			
Reading	Baseline	45	40	5	10																																			
	Term Four	50	15	25	10																																			
Writing	Baseline	40	45	20	5																																			
	Term Four	55	20	20	5																																			
Mathematics	Baseline	35	50	15	5																																			
	Term Four	30	20	30	10																																			



# Huntly West School

*Kuhu mai ki te ako, haere ki te awahina*

Findings	Baseline Data	Achievement	Progress
Reading	<p>28% were at or above</p> <ul style="list-style-type: none"> <li>8% are Y0-Y3</li> <li>8% are Y4-6</li> <li>12% are Y7-8</li> </ul> <p>40% were near their achievement level</p> <ul style="list-style-type: none"> <li>22% are Y0-Y3</li> <li>13% are Y4-Y6</li> <li>5% are Y7-8</li> </ul> <p>32% were not yet achieving their curriculum level</p> <ul style="list-style-type: none"> <li>14% are Y0-Y3</li> <li>11% are Y4-6</li> <li>7% are Y7-8</li> </ul>	<p>38% are achieving at or above their curriculum level</p> <ul style="list-style-type: none"> <li>17% are Y0-Y3</li> <li>7% are Y4-Y6</li> <li>14% are Y7-Y8</li> </ul> <p>13% are near their achievement level</p> <ul style="list-style-type: none"> <li>5% are Y0-Y3</li> <li>4% are Y4-Y6</li> <li>4% are Y7-Y8</li> </ul> <p>49% are not yet achieving their curriculum level</p> <ul style="list-style-type: none"> <li>16% are Y0-Y3</li> <li>24% are Y4-Y6</li> <li>9% are Y7-Y8</li> </ul>	<p>27% of all students have made progress of 2 sublevels or more</p> <ul style="list-style-type: none"> <li>9% represent Y0-Y3</li> <li>8% represent Y4-6</li> <li>10% represent Y7-8</li> </ul> <p>54% of all students have made progress of 1 sublevel - as is expected to occur in a school year.</p> <ul style="list-style-type: none"> <li>24% represent Y0-Y3</li> <li>17% represent Y4-Y6</li> <li>13% represent Y7-Y8</li> </ul> <p>Of the students who made progress:</p> <ul style="list-style-type: none"> <li>20% of students who were well below or below at the start of the year are now achieving at their expected curriculum level</li> <li>2% of students who were achieving below or well below are now achieving above their expected curriculum level</li> <li>1% of students who was at, is now achieving above their expected curriculum level</li> </ul>



# Huntly West School

*Kuhu mai ki te ako, haere ki te awkima*

Writing	<p>25% are at or above</p> <ul style="list-style-type: none"> <li>10% are Y0-Y3</li> <li>5% are Y4-6</li> <li>10% are Y7-8</li> </ul> <p>36% are close to achieving at their curriculum level</p> <ul style="list-style-type: none"> <li>19% are Y0-Y3</li> <li>11% are Y4-Y6</li> <li>6% are Y7-8</li> </ul> <p>41% are not yet achieving their curriculum level</p> <ul style="list-style-type: none"> <li>14% are Y0-Y3</li> <li>16% are Y4-Y6</li> <li>11% are Y7-8</li> </ul>	<p>30% of all students are at or above</p> <ul style="list-style-type: none"> <li>17% are Y0-Y3</li> <li>3% are Y4-Y6</li> <li>10% are Y7-Y8</li> </ul> <p>19% are close to achieving at their curriculum level</p> <ul style="list-style-type: none"> <li>13% are Y0-Y3</li> <li>3% are Y4-Y6</li> <li>3% are Y7-Y8</li> </ul> <p>53% are not yet achieving their curriculum level</p> <ul style="list-style-type: none"> <li>13% are Y0-Y3</li> <li>27% are Y4-Y6</li> <li>13% are Y7-Y8</li> </ul>	<p>18% of all students have made progress of 2 sublevels or more.</p> <p>9% represent Y0-3</p> <p>5% represents Y4-6</p> <p>4% represent Y7-8</p> <p>48% of all students made progress of 1 sublevel since the start of the year.</p> <ul style="list-style-type: none"> <li>19% are Y0-Y3</li> <li>14% are Y4-6</li> <li>15% of these are Y7-8</li> </ul> <p>Of the students who made progress</p> <p>28% of these students are now achieving at their curriculum level where they were not at the beginning of the year.</p>
Mathematics	<p>22% are at or above</p> <ul style="list-style-type: none"> <li>10% are Y0-Y3</li> <li>5% are Y4-Y6</li> <li>7% are Y7-Y8</li> </ul> <p>47% were working at the early stages of their curriculum level</p> <ul style="list-style-type: none"> <li>26% are Y0-Y3</li> <li>11% are Y4-Y6</li> <li>9% are Y7-Y8</li> </ul>	<p>42% are at or above</p> <ul style="list-style-type: none"> <li>20% are Y0-Y3</li> <li>6% are Y4-Y6</li> <li>15% are Y7-Y8</li> </ul> <p>19% are working at the early stages of their curriculum level</p> <ul style="list-style-type: none"> <li>9% are Y0-Y3</li> <li>7% are Y4-Y6</li> <li>3% are Y7-Y8</li> </ul>	<p>49% of students have made progress of 2 or more sublevels – out of these</p> <ul style="list-style-type: none"> <li>20% of these are Y0-Y3</li> <li>9% of these are Y4-6</li> <li>20% of these are Y7-8</li> </ul> <p>30% of students have made progress of 1 sublevel, i.e. what is expected to occur in an ordinary school year. Out of this total</p> <ul style="list-style-type: none"> <li>11% of these are Y0-Y3</li> <li>11% of these are Y4-Y6</li> <li>8% of these are Y7-Y8</li> </ul>





# Huntly West School

*Kuhu mai ki te ako, haere ki te awahina*

	<p>32% were not yet working at their expected curriculum level</p> <ul style="list-style-type: none"><li>• 7% are Y0-Y3</li><li>• 16% are Y4-Y6</li><li>• 9% are Y7-Y8</li></ul>	<p>31% are not yet working at their expected curriculum level</p> <ul style="list-style-type: none"><li>• 5% are Y0-Y3</li><li>• 19% are Y4-Y6</li><li>• 7% are Y7-Y8</li></ul>	<p>Of the students who made progress 44% of these students are now achieving at or above their curriculum level who were not achieving at the start of the year.</p> <p>6% were not yet achieving and are now achieving at</p> <p>8% were at the early stages of their expected curriculum level and are now achieving at</p> <p>4% were at the early stages of their level and are now achieving above</p> <p>1% were not achieving and are now above</p> <p>3% were at their expected level and are now achieving above</p>
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# Huntly West School

*Kuhu mai ki te ako, haere ki te awahina*

Actions	Outcomes	Reason for Variance	Next Steps (for for 2023 Annual Plan)
Continued moderation of OTJs through student books, planning, modelling books, teachers' notes and observations for Reading, Writing, Math	Some evidence of a variety of activities is being used in the classroom Improved awareness of across school levels and best fit for students	Depth of moderating was not as specific as it could be	Use elaborations/exemplars for comparison of student work Direct focus and accountability for student progress and a moderation rotation of different target students
Teacher analysis of their own classroom data	Teachers could speak to their data; took more notice of students Some students reacted positively to newly practised teaching strategies	The benchmark for @ was different for Term One and Term Two so students who were @ are now below and those who were below are now well below	Continue Teacher Analysis - with specific discussion about target/at risk students Teachers report against six target students each, to the board
Team planning linked to classroom analysis and moderation of OTJ	Syndicates continue to develop their moderation skills and evaluating their own classroom data	Inconsistent measure of evaluation?	Link to internal evaluation and the decided actions to prioritise - meeting the expected deadlines Leaders align the strategic planning for internal evaluation
Continued meetings between Principal and individual staff in	Teacher notes and evaluations are more detailed in reflections of lessons	Next steps were not always carried through	Continue meetings between Principal and teachers For the same purpose



## Huntly West School

*Kuhu mai ki te ako, haere ki te awahina*

week 3, 6, 9 to discuss class analysis, teacher actions, and next steps toward effective practice		Difficult conversations regarding accountability were misinterpreted	Advice and guidance to support positive and effective practice
Staff Agreement Effectiveness Agreement reviewed individually and discussed with Principal	Improvement of some practice	Information provided relies on integrity and honesty of the narrator  Misunderstanding and misinterpretation of responsibilities  Wellbeing focus was taken advantage of	A robust <u>Senior Leadership Agreement</u> and specific job descriptions for senior leaders in understanding the different roles and the difference between policy and procedure  Specific PLD for leaders and teachers towards effective teaching and learning and meeting the code and standards for registration
PB4L staff challenge designed to support wellbeing and meeting the standards and code	Improvement of staff attendance T3 and T4 Mismatches with shared reflections and what is observed		
Monitoring of student attendance	Some whanau responded and returned their children to school	COVID 19 regulations changed continuously COVID 19 remained and whanau were still anxious to return to school	Continue to submit data to Everyday Matters Continue to analyse data Initiate sustainable home-school partnership
Video audits - self analysis from teachers for student agency and	Specific feedback given to individual teachers regarding the observations made	Timeframes and practice times limited - not enough to have the desired impact	Consistent walkthroughs and video audits are regular, with feedback, and a next step





# Huntly West School

*Kuhu mai ki te ako, haere ki te awkima*

objective three - quality teaching and learning SLT walkthroughs More specific support from SLT for teachers			Observations are made at a different school week 5 T1, T2,T3 using up to 5 focused questions that have been developed by all staff  Share findings with all staff  Implement and action
Te Wiki O Te Reo Maori remained a specific and special event	Attendance for Te Wiki O Te Reo Māori was high. Teachers provided detailed planning for each day which held a different focus	A natural affinity to the theme for the week made each day different Teachers organised a day each	Continue organising a successful week
Teacher swap of classes	Students enjoyed having a different teacher for one block, teachers also enjoyed the experience of motivating a different set of children	Experiencing another setting and new students gave teachers a new incentive	Create/design another method to get to know students without interrupting the classroom programmes
Streamed teaching based on curriculum levels	Streamed teaching structure may/does not cover enough mileage or workshops students should have	Specialised teaching of a curriculum level permitted a potential acceleration programme	Implement effective curriculum workshops seeing students at least twice per week for each learning area



## Huntly West School

*Kuhu mai ki te ako, haere ki te awhina*

Home and school communication to support target/at risk students	Some students made some clear progress with foundation knowledge	There is no clear indication that teachers reached out to parents or that homework was given/received	Determine a plan of action for 'homework' expectations
Staffing Principal released teachers	Moderation of students and teaching programme The release teacher was unavailable for most of the term	Moderation questions and challenges were justified	Formulate and have more solid planning and modelling for students Principal leads integrated English