

# **FAIRFIELD SCHOOL (LEVIN)**

## **FINANCIAL STATEMENTS**

**FOR THE YEAR ENDED 31 DECEMBER 2021**



Principal:	Alasdair Maclean
School Address:	89 MacArthur Street, Levin
School Postal Address:	89 MacArthur Street, Levin
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Ministry Number:	2838
Accountant / Service Provider:	Accounting For Schools Limited

# FAIRFIELD SCHOOL (LEVIN)

Financial Statements - For the year ended 31 December 2021

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# FAIRFIELD SCHOOL (LEVIN)

## 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.

Kelly Binning-Rangi  
Full Name of Presiding Member

[Signature]  
Signature of Presiding Member

9/6/22  
Date:

Alasdair Malcolm Maclean  
Full Name of Principal

[Signature]  
Signature of Principal

9/6/22  
Date:

# FAIRFIELD SCHOOL (LEVIN)

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

		2021	2021	2020
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Revenue</b>				
Government Grants	2	3,594,397	3,235,705	3,634,380
Locally Raised Funds	3	49,857	56,550	27,903
Interest Earned		1,112	5,000	5,983
		3,645,366	3,297,255	3,668,266
<b>Expenses</b>				
Locally Raised Funds	3	54,168	64,900	54,793
Learning Resources	5	2,854,356	2,402,633	2,639,046
Administration	6	199,063	202,535	193,659
Finance Costs		1,270	8,000	1,126
Property	7	541,117	657,027	659,272
Depreciation	12	173,370	130,000	115,657
		3,823,344	3,465,095	3,663,553
<b>Net Surplus / (Deficit) for Year</b>		(177,978)	(167,840)	4,713
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		(177,978)	(167,840)	4,713

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

# FAIRFIELD SCHOOL (LEVIN)

## Statement of Changes in Net Assets/Equity For the year ended 31 December 2021

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Balance at 1 January</b>	922,099	922,099	971,868
Total comprehensive revenue and expense for the year	(177,978)	(167,840)	4,713
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	-	4,604	20,197
Distribution to the Ministry of Education - Block D Classroom Modifications	-	-	(74,679)
<b>Equity at 31 December</b>	<b>744,121</b>	<b>758,863</b>	<b>922,099</b>
Retained Earnings	744,121	758,863	922,099
<b>Equity at 31 December</b>	<b>744,121</b>	<b>758,863</b>	<b>922,099</b>

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.

# FAIRFIELD SCHOOL (LEVIN)

## Statement of Financial Position

As at 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	317,123	399,647	419,086
Accounts Receivable	9	182,727	160,250	184,743
GST Receivable		8,956	10,000	15,550
Inventories	10	760	300	228
Investments	11	164,990	165,000	164,161
Prepayments		4,342	-	-
		<b>678,898</b>	<b>735,197</b>	<b>783,768</b>
<b>Current Liabilities</b>				
Accounts Payable	13	288,516	190,000	187,370
Finance Lease Liability	16	10,979	6,000	10,222
Funds held for Capital Works Projects	17	15,323	-	17,073
Provision for Cyclical Maintenance	15	105,000	-	-
Revenue Received in Advance	14	5,985	5,500	5,134
		<b>425,803</b>	<b>201,500</b>	<b>219,799</b>
<b>Working Capital Surplus/(Deficit)</b>		<b>253,095</b>	<b>533,697</b>	<b>563,969</b>
<b>Non-current Assets</b>				
Property, Plant and Equipment	12	529,024	353,000	473,708
		<b>529,024</b>	<b>353,000</b>	<b>473,708</b>
<b>Non-current Liabilities</b>				
Finance Lease Liability	16	12,998	3,000	4,744
Provision for Cyclical Maintenance	15	25,000	124,834	110,834
		<b>37,998</b>	<b>127,834</b>	<b>115,578</b>
<b>Net Assets</b>		<b>744,121</b>	<b>758,863</b>	<b>922,099</b>
<b>Equity</b>				
		<b>744,121</b>	<b>758,863</b>	<b>922,099</b>

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

**FAIRFIELD SCHOOL (LEVIN)**  
**Statement of Cash Flows**  
For the year ended 31 December 2021

		2021	2021	2020
	Note	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
<b>Cash flows from Operating Activities</b>				
Government Grants		1,039,549	964,052	1,060,173
Locally Raised Funds		68,757	71,611	11,509
Goods and Services Tax (net)		6,594	5,550	36,488
Payments to Employees		(639,268)	(592,214)	(607,071)
Payments to Suppliers		(355,305)	(437,040)	(344,856)
Interest Paid		(1,270)	(8,000)	(1,126)
Interest Received		1,234	5,168	6,896
Net cash from / (to) the Operating Activities		120,291	9,127	162,013
<b>Cash flows from Investing Activities</b>				
Purchase of Property, Plant and Equipment		(204,374)	(9,292)	(74,058)
Purchase of Investments		(829)	(839)	(3,173)
Distribution to the MoE - Block D Classroom Modifications		-	-	(74,677)
Net cash from / (to) the Investing Activities		(205,203)	(10,131)	(151,908)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	4,604	20,197
Finance Lease Payments		(15,301)	(5,966)	(9,914)
Funds on Behalf of Third Parties		(1,750)	(17,073)	15,196
Net cash from/ (to) the Financing Activities		(17,051)	(18,435)	25,479
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(101,963)</b>	<b>(19,439)</b>	<b>35,584</b>
Cash and cash equivalents at the beginning of the year	8	419,086	419,086	383,502
<b>Cash and cash equivalents at the end of the year</b>	8	<b>317,123</b>	<b>399,647</b>	<b>419,086</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.

# FAIRFIELD SCHOOL (LEVIN)

## Notes to the Financial Statements

For the year ended 31 December 2021

### 1. Statement of Accounting Policies

#### a) Reporting Entity

Fairfield 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.



# **FAIRFIELD SCHOOL (LEVIN)**

## **Notes to the Financial Statements**

### **For the year ended 31 December 2021**

#### **1. Statement of Accounting Policies**

##### *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 12.

##### **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.

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

##### **Other Grants**

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

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

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

##### **Interest Revenue**

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

# FAIRFIELD SCHOOL (LEVIN)

## Notes to the Financial Statements

For the year ended 31 December 2021

### 1. Statement of Accounting Policies

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

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

#### e) Operating Lease Payments

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

#### f) Finance Lease Payments

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

#### g) Cash and Cash Equivalents

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

#### h) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for credit losses (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.

#### i) Inventories

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

#### j) Investments

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

#### k) Property, Plant and Equipment

Land and buildings owned by the Crown are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements to buildings owned by the Crown are recorded at cost, less accumulated depreciation and impairment losses.

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

Property, plant and equipment acquired with individual values under \$500 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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



# FAIRFIELD SCHOOL (LEVIN)

## Notes to the Financial Statements

For the year ended 31 December 2021

### 1. Statement of Accounting Policies

#### **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 – Crown	10 - 50 years
Furniture and equipment	5 years
Information and communication technology	3 years
Textbooks	3 years
Library resources	12.5% Diminishing value
Leased assets held under a Finance Lease	3 years

#### **l) Impairment of property, plant, and equipment**

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 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.

#### **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 benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, and also annual leave earned, by non teaching staff, to but not yet taken at balance date.

# FAIRFIELD SCHOOL (LEVIN)

## Notes to the Financial Statements

For the year ended 31 December 2021

### 1. Statement of Accounting Policies

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

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

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

#### **p) Provision for Cyclical Maintenance**

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

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

#### **q) Financial Instruments**

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

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

#### **r) 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.

#### **s) Budget Figures**

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

#### **t) 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.

# FAIRFIELD SCHOOL (LEVIN)

## Notes to the Financial Statements

### For the year ended 31 December 2021

#### 2. Government Grants

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational grants	890,178	880,985	876,158
Other government grants	55,303	-	66,659
Other MoE Grants	88,729	70,385	121,966
Resource teachers learning and behaviour grants	1,800	-	1,497
Teachers' salaries grants	2,172,679	1,800,000	2,078,161
Use of Land and Buildings grants	385,708	484,335	489,939
	<b>3,594,397</b>	<b>3,235,705</b>	<b>3,634,380</b>

The school has opted in to the donations scheme for this year. Total amount received was \$71,550 (2020: \$72,600).

Other MOE Grants total includes additional COVID-19 funding totalling \$1,513 for the year ended 31 December 2021 (2020: \$13,132).

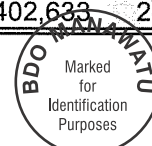
#### 3. Locally Raised Funds

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

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<b>Revenue</b>			
Fees for Extra Curricular Activities	30,964	32,450	21,083
Donations & Bequests	11,328	20,500	3,769
Fundraising & Community Grants	1,468	1,500	2,028
Other revenue	4,522	1,000	-
Trading	1,575	1,100	1,023
	<b>49,857</b>	<b>56,550</b>	<b>27,903</b>
<b>Expenses</b>			
Extra Curricular Activities Costs	51,769	64,400	54,630
Trading	2,399	500	163
	<b>54,168</b>	<b>64,900</b>	<b>54,793</b>
<i>Surplus/(Deficit) for the year Locally raised funds</i>	<b>(4,311)</b>	<b>(8,350)</b>	<b>(26,890)</b>

#### 5. Learning Resources

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	106,400	138,055	84,793
Employee benefits - salaries	2,715,022	2,213,728	2,515,860
Information and communication technology	254	500	5,054
Library resources	819	1,000	412
Staff development	31,861	49,350	32,927
	<b>2,854,356</b>	<b>2,402,633</b>	<b>2,639,046</b>





# FAIRFIELD SCHOOL (LEVIN)

## Notes to the Financial Statements

### For the year ended 31 December 2021

#### 6. Administration

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	4,151	4,200	4,200
Board of Trustees Expenses	12,000	9,700	11,025
Board of Trustees Fees	3,130	2,500	5,095
Communication	1,101	2,300	-
Consumables	9,088	8,865	16,966
Employee Benefits - Salaries	107,033	102,000	101,950
Insurance	4,383	4,300	4,869
Operating Lease	10,695	13,500	30,809
Other	33,502	38,970	4,250
Service Providers, Contractors and Consultancy	13,980	16,200	14,495
	<u>199,063</u>	<u>202,535</u>	<u>193,659</u>

#### 7. Property

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	17,876	14,000	17,904
Consultancy and Contract Services	-	-	8,350
Cyclical Maintenance Provision	19,165	14,000	19,167
Employee Benefits - Salaries	84,731	75,992	67,697
Grounds	3,489	9,500	12,166
Heat, Light and Water	10,552	13,200	9,199
Rates	901	1,000	1,761
Repairs and Maintenance	17,501	42,500	30,959
Security	1,194	2,500	2,130
Use of Land and Buildings	385,708	484,335	489,939
	<u>541,117</u>	<u>657,027</u>	<u>659,272</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.

# FAIRFIELD SCHOOL (LEVIN)

## Notes to the Financial Statements

### For the year ended 31 December 2021

#### 8. Cash and Cash Equivalents

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Bank Current Account	41,354	19,647	28,393
Bank Call Account	275,769	140,000	142,886
Short-term Bank Deposits	-	240,000	247,807
Net cash and cash equivalents for Statement of Cash Flows	317,123	399,647	419,086

Of the \$317,123 Cash and Cash Equivalents, \$15,323 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.

#### 9. Accounts Receivable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Receivables	6,646	10,000	24,695
Receivables from the Ministry of Education	9,143	-	-
Banking Staffing Underuse	-	-	12,682
Interest Receivable	296	250	418
Teacher Salaries Grant Receivable	166,642	150,000	146,948
	182,727	160,250	184,743
Receivables from Exchange Transactions	6,942	10,250	25,113
Receivables from Non-Exchange Transactions	175,785	150,000	159,630
	182,727	160,250	184,743

#### 10. Inventories

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
School Uniforms	760	300	228
	760	300	228

#### 11. Investments

The School's investment activities are classified as follows:

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Asset			
Short-term Bank Deposits	164,990	165,000	164,161
Total Investments	164,990	165,000	164,161



# FAIRFIELD SCHOOL (LEVIN)

## Notes to the Financial Statements

### For the year ended 31 December 2021

#### 12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2021	\$	\$	\$	\$	\$	\$
Buildings - School	318,805	6,501	-	-	(30,386)	294,920
Furniture and Equipment	67,504	1,082	-	-	(29,693)	38,893
Information Technology	49,713	196,791	-	-	(94,135)	152,369
Leased Assets	15,769	24,312	-	-	(16,416)	23,665
Library Resources	21,917	-	-	-	(2,740)	19,177
<b>Balance at 31 December 2021</b>	<b>473,708</b>	<b>228,686</b>	<b>-</b>	<b>-</b>	<b>(173,370)</b>	<b>529,024</b>

	2021 Cost or Valuation \$	2021 Accumulated Depreciation \$	2021 Net Book Value \$	2020 Cost or Valuation \$	2020 Accumulated Depreciation \$	2020 Net Book Value \$
Buildings - School	745,649	(450,729)	294,920	739,147	(420,342)	318,805
Furniture and Equipment	346,514	(307,621)	38,893	345,432	(277,928)	67,504
Information Technology	722,693	(570,324)	152,369	525,902	(476,189)	49,713
Leased Assets	87,824	(64,159)	23,665	63,512	(47,743)	15,769
Library Resources	88,515	(69,338)	19,177	88,515	(66,598)	21,917
Textbooks	98,754	(98,754)	-	98,754	(98,754)	-
<b>Balance at 31 December</b>	<b>2,089,949</b>	<b>(1,560,925)</b>	<b>529,024</b>	<b>1,861,262</b>	<b>(1,387,554)</b>	<b>473,708</b>

The net carrying value of equipment held under a finance lease is \$9,806 (2020: \$15,769).

#### 13. Accounts Payable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Creditors	15,795	30,000	30,133
Accruals	4,746	4,000	3,795
Banking staffing overuse	95,981	-	-
Employee Entitlements - salaries	166,642	150,000	146,948
Employee Entitlements - leave accrual	5,352	6,000	6,494
	<b>288,516</b>	<b>190,000</b>	<b>187,370</b>
Payables for Exchange Transactions	288,516	190,000	187,370
	<b>288,516</b>	<b>190,000</b>	<b>187,370</b>

The carrying value of payables approximates their fair value.



# FAIRFIELD SCHOOL (LEVIN)

## Notes to the Financial Statements

### For the year ended 31 December 2021

#### 14. Revenue Received in Advance

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Other Revenue in Advance	5,985	5,500	5,134
	5,985	5,500	5,134

#### 15. Provision for Cyclical Maintenance

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	110,834	110,834	91,667
Increase to the Provision During the Year	19,166	14,000	19,167
Provision at the End of the Year	130,000	124,834	110,834
Cyclical Maintenance - Current	105,000	-	-
Cyclical Maintenance - Term	25,000	124,834	110,834
	130,000	124,834	110,834

#### 16. Finance Lease Liability

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

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	11,830	6,000	11,818
Later than One Year and no Later than Five Years	13,457	3,000	7,115
Future Finance Charges	(1,310)	-	(3,967)
	23,977	9,000	14,966
Represented by			
Finance lease liability - Current	10,979	6,000	10,222
Finance lease liability - Term	12,998	3,000	4,744
	23,977	9,000	14,966

# FAIRFIELD SCHOOL (LEVIN)

## Notes to the Financial Statements

For the year ended 31 December 2021

### 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	Project Number	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contribution	Closing Balances \$
Refurbish/Extend Staff Room	223513	-	-	(1,750)	-	(1,750)
Roofing & Spouting	219508	17,073	-	-	-	17,073
Totals		17,073	-	(1,750)	-	15,323

#### Represented by:

Funds Held on Behalf of the Ministry of Education

15,323

Funds Due from the Ministry of Education

-

15,323

2020	Project Number	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contribution	Closing Balances \$
Block D Refurbishment	200375	1,877	29,124	(105,678)	74,677	-
Roofing & Spouting	219508	-	30,000	(12,927)	-	17,073
Totals		1,877	59,124	(118,605)	74,677	17,073

### 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.

# FAIRFIELD SCHOOL (LEVIN)

## Notes to the Financial Statements

### For the year ended 31 December 2021

#### 19. Remuneration

##### Key management personnel compensation

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

	2021 Actual \$	2020 Actual \$
<i>Board Members</i>		
Remuneration	3,130	5,095
<i>Leadership Team</i>		
Remuneration	355,617	345,464
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	358,747	350,559

There are 7 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters.

##### 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	140 - 150
Benefits and Other Emoluments	-	-

##### 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	3	2
110 - 120	1	-
	4	2

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 trustees, committee member, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2021 Actual \$0	2020 Actual \$0
Total	-	-
Number of People	-	-

# FAIRFIELD SCHOOL (LEVIN)

## Notes to the Financial Statements

### For the year ended 31 December 2021

#### 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 the following contractual agreement for capital works:

(i) \$388,721 contract to refurbish and extend the staff room. This project is fully funded by the Ministry and \$1,750 has been spent on the project to balance date. This project has been approved by the Ministry; and

(ii) \$240,000 contract to repair roofing and spouting. This project is fully funded by the Ministry and \$30,000 has been received of which \$12,927 has been spent on the project to balance date. This project has been approved by the Ministry. (Capital commitments at 31 December 2020: \$178,640)

##### (b) Operating Commitments

As at 31 December 2021 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2020: Nil)

#### 23. Financial Instruments

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

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
<b>Financial assets measured at amortised cost</b>			
	\$	\$	\$
Cash and Cash Equivalents	317,123	399,647	419,086
Receivables	182,727	160,250	184,743
Investments - Term Deposits	164,990	165,000	164,161
<b>Total Financial Assets Measured at Amortised Cost</b>	<b>664,840</b>	<b>724,897</b>	<b>767,990</b>
<b>Financial liabilities measured at amortised cost</b>			
Payables	288,516	190,000	187,370
Finance Leases	23,977	3,000	14,966
<b>Total Financial Liabilities Measured at Amortised Cost</b>	<b>312,493</b>	<b>193,000</b>	<b>202,336</b>

#### 24. Events After Balance Date

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

## **FAIRFIELD SCHOOL (LEVIN)**

Members of the Board

For the year ended 31 December 2021

<b>Name</b>	<b>Position</b>	<b>How position on Board gained</b>	<b>Term expired/expires</b>
Kelly Binning-Rangi	Presiding Member	Re-elected June 2019	September 2022
Alasdair Maclean	Principal ex Officio	Appointed July 2019	
Abraham Chamberlain	Parent Rep	Co-opted October 2019	September 2022
Ashley Huria	Parent Rep	Elected June 2019	September 2022
Debbie Wright	Parent Rep	Elected June 2019	September 2022
Jane Masoe	Parent Rep	Elected June 2019	September 2022
Shaun Stout	Parent Rep	Re-elected June 2019	September 2022
Sally Rollinson	Staff Rep	Re-elected June 2019	September 2022



## **Fairfield School – Use of Kiwisport Funding 2021**

In the 2021 year, Fairfield School received a total of **\$6,820.90**

Kiwisport funding is provided to schools to assist with three key aims:

- To increase the number of school-aged children participating in organised sport
- Increase the availability and accessibility of sport opportunities for all school-aged children
- Support children in developing skills that will enable them to participate effectively in sport

During the 2021 year we used Kiwisport funding for:

- Sports equipment for student physical education lessons and recreational play: dodge ball, hockey, T ball, and volleyball kits, rippa rugby tags, tennis balls, extra hockey and dodge balls
- Athletics equipment: high jump stands, long jump strip, discus/shot cart, metal stop block, whistles, place ribbons
- Sports uniforms: singlets, skorts, shorts, and bibs
- Trophy for inter-school Tapuwae Tournament
- HCKA Primary School Cricket participation and programme fees
- Small Sticks in School participation and programme fees
- Swimming pool lane hire for swimming trials and interschool competition
- Bus transportation costs for students to participate in swimming trials, interschool athletics and tackle rugby competition



# ANNUAL TARGETS

## Writing Annual Target

At the end of 2020, 58% of Yr. 4 boys were At/Above.

Target - To accelerate the progress of at least 4 boys in Year 5 to have 18/24 (75%) of Year 5 boys at their expected curriculum level.

Mid year 2021, 14/24 (50%) of Year 5 boys are At/Above (2 of these students are new to F.F.S. this year)

End of year 2021, 11/24 (46%) of Year 5 boys are At/Above (2 of these students are new to F.F.S. this year) Target not met

3 new students new to school in 2021 are not reflected in the data above

## Reading Annual Target

At the end of 2020, 62% of Year 6 boys were At/Above

Target - To accelerate the progress of at least 4 boys in Year 7 to have 27/37 (73%) of Year 7 boys at their expected curriculum level.

Subtarget - there will be a specific focus on Māori and Pasifika male students within these cohorts.

Mid year 2021, 21/35 (60%) of Year 7 boys are At/Above

End of year 2021, 23/35 (68%) of Year 7 boys are At/Above - 3 of whom are Māori (achieving At expectation) and 1 of whom is Pasifika (achieving Above expectation) - Target Partially Met

## Mathematics Annual Target

At the end of 2020, 68% of Year 3 students were At/Above

Target - To accelerate the progress of at least 4 students in Year 4 to have 43/57 (75%) of Year 4 students at their expected curriculum level.

Mid year 2021, 40/57 (70%) of Year 4 students are At/Above

End of year 2021, 40/57 (70%) of Year 4 students are At/Above - Target Partially Met

At the end of 2020, 68% of Year 5 students were At/Above

Target - To accelerate the progress of at least 4 students in Year 6 to have 45/60 (75%) of Year 6 students at their expected curriculum level.

Subtarget - there will be a specific focus on Māori and Pasifika students within these cohorts.

Strategic Aim One

Mid year 2021, 44/65 (68%) of Year 6 students are At/Above  
End of year 2021, of Year 31/63 (49%) students are At/Above

To support the achievement of all students around the priority learning areas of Reading, Writing, and Mathematics in relation to the NZ Curriculum.

## Analysis of Variance

**Key: Puna-oho, Te Kama, Pakihi, Raekura**

### Writing

Actions - what did we do?	Outcomes - what happened?	Reasons for the variance - why did it happen?	Evaluation - where to next?
<b>Term 1 -</b> <b>Teaching of Code through code workshops.</b>  <b>Independent programme with literacy and writing tasks.</b>  <b>Writing lessons in classrooms.</b>  <b>Term 2</b> <b>Students set goals / next steps using their e-asttle writing as a guide.</b> <b>Take the student's gaps and</b>	<p>Rm 20 M up to at. L up 3 phases. C up 2 phases. MG from well below to below. One student from below to well below.</p> <p>Students writing more. Students using knowledge and strategies in Their writing. Confidence and attitude has improved for many.</p> <p>Term 3 E-asttle writing Student shift / progress (data / notes / etc)</p>	<p>Lots of code workshops. A lot of oral discussion about Writing. The space/Matariki inquiry was Used to bring in vocabulary to the Writing that students were Exposed to. Modelled writing. Some 1 on 1 and support with Student's focus. Some mointroing by Colleen O'Leary.</p> <p>Many students are writing a lot More, for sustained periods And with growing interest.</p> <p>Code and spelling patterns are</p>	<p>Support for Peta (Thursday after school) to plan and implement her writing programme.</p> <p>More time for writing in class time. Chunking of writing process. EG paragraphs.</p> <p>Links to inquiry. - Bring in the t3 inquiry and language to writing across the team. View Gerard's planning.</p> <p>Many targets students have the same next steps: Punctuation</p>



<p>teach towards these gaps.</p> <p>Writing related to science concept to draw in oral language and vocabulary.</p> <p>Changing genre for some students to hook them in.</p> <p>Giving some students individual writing tasks.</p> <p>Term 3</p> <p>Survey of target writers (just before lockdown) to establish gaps and interests.</p> <p>This was completed by majority of learners. It was unpacked in team meeting.</p> <p><a href="#">PAKIHI TEAM MINI WRITING SURVEY</a></p> <p>(4 week lockdown)</p> <p>Tasks that would be engaging for students during the lockdown were sent after reflection from 2020</p>		<p>Being applied to writing.</p> <p>Students set goals / next steps use-asttle writing as a guide.</p> <p>Take the student's gaps and Unpack these with the students and teach towards these gaps.</p>	<p>Spelling Sentences</p> <p>These 'surface features' can be taught in code workshops, also have in independent program also.</p> <p>The t3 long term plan and he raupapa programme is being targeted towards these gaps.</p> <p>Unpack student's writing mindset.</p> <p>The use of Google forms has been trialed with the team to gather student feedback and this has led to some good information to support their learning. Google forms will be used to gather student feedback on their mindset towards writing and find out what topics interest them and what they still need support with. (This will help with the next step of 'ideas' that some students need support with).</p>
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<p>experience.</p> <p>Target writers - personalised their writing programme - chunked the writing process making it more manageable. Used student voice for topics for writing. New writing programme allowed for explicit teaching for this group of writers. Visual prompts.</p>			
<p><b>Term 1</b></p> <p>Regular explicit teaching via a structured literacy approach.</p> <p>Teacher aide supporting small group teaching including phonological awareness.</p> <p>Targeted intervention with Yvonne.</p> <p>Talk to learn programme</p> <p><b>Term 2</b></p> <p>Regular explicit teaching via a structured literacy approach.</p>	<ul style="list-style-type: none"> <li>- 2 children have moved to at.</li> <li>- Children have made movement within a level.</li> </ul> <p>Term 3</p> <p>-increased vocab, has flowed through from BSLA to writing. This has come from the shared books.</p> <p>Majority of year 1s have moved from writing words to writing sentences, with a variety of supports</p> <p>Some year 2's are beginning to use punctuation correctly.</p> <p>Some Year 2's are starting to experiment with different sentence structures through use of connectives.</p>	<ul style="list-style-type: none"> <li>- daily targeted teaching.</li> <li>- Increase in oral language supported by play based learning</li> <li>- Lockdown caused a disruption to learning and memory retention.</li> </ul>	

<p><b>Teacher aide supporting small group teaching including phonological awareness.</b></p> <p><b>T/A Colourful Semantics and story book vocab</b></p> <p><b>Targeted intervention with Yvonne.</b></p> <p><b>Talk to learn programme</b></p> <p><b>Term 3</b></p> <p><b>Regular explicit teaching via a structured literacy approach.</b></p> <p><b>Teacher aide supporting small group teaching including phonological awareness.</b></p> <p><b>T/A Colourful Semantics and story book vocab</b></p> <p><b>Targeted intervention with Yvonne.</b></p> <p><b>During lockdown, writing opportunities were provided.</b></p> <p><b>Talk to learn programme</b></p>	<p>Students are beginning to write about other subjects (conceptual curriculum) such as science and discovery.</p> <p>Students are writing within their play.</p> <p>Some students ask to write due to enjoyment.</p> <p>Term 3.</p> <p>Students are excited about writing around the new Big World Books to inspire writing.</p> <p>Looking into how to use Science of Writing to support the actual writing process (letter formation, etc).</p>		<p><b>Term 3</b></p> <p><b>Introduction of Better Start literacy approach for Year 2s during Term 3.</b></p> <p><b>We will utilise the Little learners non-fiction to assist and inspire writing</b></p> <p>Share the literacy progressions in team meetings with the specific aim to share good practise</p>



# Reading

Actions - what did we do?	Outcomes - what happened?	Reasons for the variance - why did it happen?	Evaluation - where to next?
<p><b>Term 1 ,</b></p> <p><b>Regular explicit teaching via a structured literacy approach.</b></p> <p><b>Teacher aide supporting small group teaching including phonological awareness.</b></p> <p><b>Targeted intervention with Yvonne</b></p> <p><b>Racing Readers for targetted Year 2 students and some ESOL students</b></p>	<ul style="list-style-type: none"> <li>- Children have made progress within the level.</li> <li>- Some students have increased their knowledge of letter sounds,</li> <li>- Increase in phonological awareness results.</li> <li>- Target year 2 group in R5 are part of the Better Start Literacy Approach Tier 1 intervention,.</li> </ul> <p>Students are excited to read the new Big Books LLLL. These books are giving students opportunities for further vocabulary.</p> <p>Term 3</p> <p>All children that have increased their phonological awareness</p> <p>6 Year 1 and 2 children are prereaders some with identified needs</p> <p>Range of readers for year 2 is - pre-reading (2 special needs) to Level 2 of the curriculum.</p> <p>Range of readers for Year 1 is pre-reading to 7.2</p> <p>3 year 0s are reading purple and above.</p>	<ul style="list-style-type: none"> <li>- Explicit teaching via a structured literacy approach.</li> <li>- Lockdown caused a disruption to learning and memory</li> </ul>	<ul style="list-style-type: none"> <li>- Monitor impact of Better start literacy approach</li> </ul> <p>Next year we will extend the shared reading books to incorporate Year 2.</p> <p>Share the literacy progressions in team meetings with the specific aim to share good practise</p>
<p><b>Term 2</b></p> <p><b>Year 2s have started using the BSL lesson plans and decodables.</b></p> <p><b>Yvonne targeted groups.</b></p>			
<p><b>Term 3</b></p> <p><b>Year 2s have started using the BSL lesson plans and decodables.</b></p> <p><b>Yvonne targeted groups.</b></p> <p><b>Year 1 - Cheryl has taken tier 2 interventions with small groups.</b></p> <p><b>Word chain app.</b></p> <p><b>Little Learners Reading Apps</b></p> <p><b>Whole class reading of books.</b></p>			

<p><b>Timed reading fluency cards.</b></p>	<p><b>Raekura - Term 1</b> Regular explicit teaching via a structured literacy approach, as required for these learners. (Code workshops)</p> <p>Decodable texts used to support our learners. - Mat working specifically with some students. Angie worked specifically with boys in Room 14.</p> <p>Steps web.</p> <p>IXL English.</p> <p>Interest based reading - students choosing texts of interest to them.</p> <p>Extra support from TAs</p> <p><b>Raekura - Term 2</b> Regular explicit teaching via a structured literacy approach, as required for these learners. (Code workshops)</p> <p>Decodable texts used to support our learners. - Mat working specifically with some students. Angie worked specifically with boys in Room 14.</p>	<ul style="list-style-type: none"> <li>- Progress made within their current level they're working at.</li> <li>- Increase in phonological awareness.</li> </ul> <p>JF moved from well below to below expected curriculum level. ZR moved from below to at the expected curriculum level. TT has moved from well below to below expected curriculum level.</p> <p>Testing to be completed in term 3.</p>	<ul style="list-style-type: none"> <li>- Use of IXL English and Steps web to support Literacy programme.</li> <li>Sheena Cameron literacy focus. The Code.</li> </ul>	
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<p>Steps web.</p> <p>IXL English.</p> <p>Interest based reading - students choosing texts of interest to them.</p> <p>Extra support from TAs</p> <p><b>Raekura - Term 3</b> IXL English</p> <p>Target teaching for all students, based on their own individual needs.</p> <p>Sheena Cameron resources are used to directly focus each of our groups.</p> <p>Reading strategies are taught and displayed in every classroom in Raekura Team.</p>	<p>Students are engaged with the programme. This helps them learn at their own pace and targets their ZPD.</p> <p>Student engagement</p>	<p>To provide a consistent and wider range of English activities that help with reading and writing</p> <p>To improve overall literacy.</p>	

# Mathematics

Actions - what did we do?	Outcomes - what happened?	Reasons for the variance - why did it happen?	Evaluation - where to next?
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<p><b>Upskilling of teacher aide so that they can implement the 'Spring' mathematics with students.</b></p> <p><b>Focus on oral language in groups, students able to explain their thinking.</b></p> <p><b>Regular explicit teaching of mathematics for target groups- 4x per week.</b></p> <p><b>Connections with some families to discuss next steps in maths and home support.</b></p> <p><b>Emma Easton supported with mathematics programme for some well Below learners in Rm 16.</b></p>	<p>Spring maths programme has started in t2.</p> <p>Yvonne to do paper PAT maths test on several learners to give more accurate next steps.</p> <p>Rm 20: BB moved up. MG moved up. A Went from At to below N went from At to below</p> <p>Student's attitude and confidence is improving.</p> <p>Students applying strategies to learning.</p> <p>Wall displays support learning.</p> <p>Oral language has improved - talking through equations.</p> <p>TERM 3</p>	<p>Spring maths, small groups is Starting to support students</p> <p>Confidence and attitude are Barriers for some student's Learners. Gather student voice In mathematics to see why this Is.</p> <p>Many learners have gaps and Needs in basic facts, times, skip Counting and / or division. This Can be a barrier to accessing Other learning.</p>	<p>Spring maths programme to be evaluated for effectiveness.</p> <p>Set up so RIn and teachers and teachers see target students.</p> <p>PAT Mathematics data will be unpacked with the team and used to inform teaching and learning.</p> <p>Fractions has been identified as a next step across the team and will be targeted earlier in the year.</p> <p>Many learners have the next steps in the in basic facts, times, skip Counting and / or division. Focus On this in workshops, with Rin and In independent learning. Have linked this in with term 3 planning.</p> <p>Look at IXL and whether this can be trialled in 2020 for 2021.</p>	<p>We have recognised a number of these students have low basic facts knowledge, they continually revert back to 1-1 counting and addition is a lot stronger than subtraction. Where to next:</p>
<p><b>Te Kama Term 1</b></p> <ul style="list-style-type: none"> <li>- Teacher workshops 4x week</li> <li>- Specific focus on place value (identified as an area of need through assessment)</li> </ul>		<p>Confidence and growth mindset have been identified as barriers for the majority of these -ākonga.</p>		

<ul style="list-style-type: none"> <li>- Small group and buddy work</li> <li>- Low floor/high ceiling tasks</li> <li>- Tracking students progress using learner progressions</li> <li>- Maths coach supporting PCT</li> </ul>			<ul style="list-style-type: none"> <li>- Term 1 interventions continued</li> <li>- Teachers will provide specific feedback focused on attitudes towards maths.</li> <li>- T.L to support Te Kama team with differentiating tasks on Mathletics based on specific focus/need.</li> <li>- Parent afternoons based around what they can be doing at home. Students will lead games and activities.</li> </ul>
<p>Term 2</p> <ul style="list-style-type: none"> <li>- Term 1 interventions continued</li> <li>- A parent afternoon showing games and activities they can play at home to support number knowledge and strategies covered in class.</li> <li>- Workshop during a team meetings on how to use Mathletics to differentiate and assign tasks specific to students needs/current learning.</li> </ul>	<p>At/Above - 69% (40 students) Below - 21% (12 Students) Well Below - 9% (5 Students)</p> <p>Total year 4s = 57</p>	<p>Removal of 1 student as a cognitive assessment has been carried out and a learning impairment has been identified alongside autism.</p>	<ul style="list-style-type: none"> <li>- <i>Parent afternoon was held mid term 2 and we had a good turn out of parents - 35-40 families across the team. We would like to do this twice a year.</i></li> <li>- <i>Unpack the mathematics dispositions as a team and plan activities based around these in an attempt to build confidence and positive attitudes towards maths.</i></li> <li>- Upskilling of teacher aid by maths coach (with support from the team)</li> </ul>
<p>Term 4</p> <ul style="list-style-type: none"> <li>- TA support/workshops</li> <li>- Emma has created activities to support our target students (these activities are related specifically to their needs,</li> </ul>	<p>1 moved from B to At 4 potentially moved from B to At</p> <p>At/Above - 71% 42 Students) Below - 20% (12 Students) Well Below - 8% (5 Students)</p> <p>Total year 4s = 59</p>	<p>Time</p> <p>Focus on growth mindset Engagement of tasks Hands on activities High expectations Integrated curriculum</p>	<ul style="list-style-type: none"> <li>- Look specifically at why some students have not moved.</li> <li>- Encourage talking - Use talk, move, cards</li> <li>- On the spot workshops based on needs at the time - responding to the needs (not specifically calling it a workshop in front of the kids)</li> <li>- Planning tasks that specifically have a Pasifika/Māori focus</li> </ul>



<p>taken from the interventions document)</p> <ul style="list-style-type: none"> <li>- QR codes (mult/div) to support learning (preloading before workshops)</li> <li>- Identified the need to have math tasks that are Māori/Pasifika focused</li> </ul>			<ul style="list-style-type: none"> <li>- Using the progressions interactively with the students to identify next steps.</li> </ul>
<p><b>Term 1</b>  <b>Teacher aide support in the classroom.</b>  <b>Specific tasks that support the use of equipment.</b>  <b>Lots of hands on equipment, such as numicon and number blocks.</b></p> <p><b>Term 2</b>  <b>Teacher aide support in the classroom.</b>  <b>Specific tasks that support the use of equipment.</b>  <b>Specific use of games to increase knowledge and strategies.</b></p> <p><b>Maths lead has provided support through observations and collating of resources to support maths programmes. Ideas for differentiation in maths teaching to assist the learning of below students</b></p>	<ul style="list-style-type: none"> <li>- 6 children have moved from below to at.</li> <li>- Progress has been made within levels</li> <li>- Children are moving through the maths stages - from materials to pictures to imaging/abstract.</li> </ul>	<ul style="list-style-type: none"> <li>- Developmentally some children have now demonstrated more readiness to formalise their maths knowledge.</li> <li>- Mixed ability grouping as well as targeted knowledge teaching.</li> </ul> <p>Term 3</p> <p>Lockdown caused a disruption to learning and memory loss.</p>	<p>Term 1 How can the maths coach assist new teachers?</p> <p>Term 3 Maths coach has assisted new teachers with observations, providing resources.</p> <p>Whole team sharing of ideas around visual maths, numicon, sharing puzzles of practise.</p> <p>Utilise the picture books that support maths concepts.</p>

<p>are shared often (including observations)</p> <p>Term 3</p> <p>Teacher aide support in the classroom.</p> <p>Specific tasks that support the use of equipment.</p> <p>Use of rich tasks</p> <p>Specific modelling of how to record maths questions</p> <p>Use of visual maths images.</p> <p>Collaborative planning between some classrooms to extend and enrich students.</p> <p>Specific use of mathematical apps on the ipads.</p>				

## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF FAIRFIELD (LEVIN) SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2021

The Auditor-General is the auditor of Fairfield (Levin) School (the School). The Auditor-General has appointed me, Glenn Fan-Robertson, using the staff and resources of BDO Manawatu, 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 Standards Reduced Disclosure Regime as applicable to entities that qualify as tier 2.

Our audit was completed on 9 June 2022. This is the date at which our opinion is expressed.

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

#### Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

#### Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

### **Responsibilities of the auditor for the audit of the financial statements**

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

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

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

Our responsibilities arises from the Public Audit Act 2001.

### **Other information**

The Board is responsible for the other information. The other information comprises the Statement of Responsibility, Members of the Board, Kiwisport Report and Analysis of Variance, but does not include the financial statements, and our auditor's report thereon.

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

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

### **Independence**

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

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



Glenn Fan-Robertson  
BDO Manawatu  
On behalf of the Auditor-General  
Palmerston North, New Zealand