



ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

| | |
|------------------------|--|
| Ministry Number: | 3501 |
| Principal: | David Haythornthwaite |
| School Address | 603 Upper Sefton Road, Sefton |
| School Postal Address: | PO Box 9, Sefton, 7445 |
| School Phone: | 03 312 9755 |
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SEFTON SCHOOL

Annual Report - For the year ended 31 December 2020

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Sefton School

Statement of Responsibility

For the year ended 31 December 2020

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2020 fairly reflect the financial position and operations of the School.

The School's 2020 financial statements are authorised for issue by the Board.

Tamara Rachelle Collins

Full Name of Board Chairperson



Signature of Board Chairperson

14/05/2021

Date:

David William Richard
Haythornthwaite

Full Name of Principal



Signature of Principal

14. 05. 2021

Date:

Sefton School

Members of the Board of Trustees

For the year ended 31 December 2020

| Name | Position | How Position Gained | Held Until |
|-----------------------|-----------------|----------------------------|-------------------|
| Hayden Cooper | Chairperson | Elected | May 2022 |
| David Haythornthwaite | Principal | ex Officio | |
| Tomo Reed | Parent Rep | Elected | May 2022 |
| Tamara Collins | Parent Rep | Elected | May 2022 |
| Nikolas Butler | Parent Rep | Elected | Nov 2023 |
| Jane Fong | Staff Rep | Elected | May 2022 |
| Genevieve Matthews | Parent Rep | Elected | Nov 2020 |
| Barry Chapman | Parent Rep | Elected | Nov 2023 |

Sefton School**Statement of Comprehensive Revenue and Expense**

For the year ended 31 December 2020

| | | 2020 | 2020 | 2019 |
|---|-------|------------------|------------------|------------------|
| | Notes | Actual | Budget | Actual |
| | | \$ | (Unaudited) | \$ |
| | | | \$ | |
| Revenue | | | | |
| Government Grants | 2 | 1,287,203 | 1,198,890 | 1,158,944 |
| Locally Raised Funds | 3 | 45,409 | 12,340 | 54,663 |
| Interest Income | | 1,406 | 150 | 2,169 |
| | | <u>1,334,018</u> | <u>1,211,380</u> | <u>1,215,776</u> |
| Expenses | | | | |
| Locally Raised Funds | 3 | 23,150 | 2,000 | 9,573 |
| Learning Resources | 4 | 864,864 | 882,566 | 810,710 |
| Administration | 5 | 74,779 | 82,344 | 54,224 |
| Finance | | 891 | - | 1,031 |
| Property | 6 | 342,566 | 255,824 | 253,044 |
| Depreciation | 7 | 30,175 | 29,000 | 28,244 |
| Loss on Disposal of Property, Plant and Equipment | | 5 | - | - |
| Transport | | 48,814 | 1,000 | 50,449 |
| | | <u>1,385,244</u> | <u>1,252,734</u> | <u>1,207,275</u> |
| Net (Deficit) / Surplus for the year | | (51,226) | (41,354) | 8,501 |
| Other Comprehensive Revenue and Expenses | | - | - | - |
| Total Comprehensive Revenue and Expense for the Year | | <u>(51,226)</u> | <u>(41,354)</u> | <u>8,501</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.

Sefton School**Statement of Changes in Net Assets/Equity**

For the year ended 31 December 2020

| | Notes | 2020 Actual \$ | 2020 Budget (Unaudited) \$ | 2019 Actual \$ |
|--|-------|----------------------|-------------------------------------|----------------------|
| Balance at 1 January | | 289,380 | 289,380 | 278,516 |
| Total comprehensive revenue and expense for the year | | (51,226) | (41,354) | 8,501 |
| Capital Contributions from the Ministry of Education | | | | |
| Contribution - Furniture and Equipment Grant | | - | - | 2,363 |
| Equity at 31 December | 23 | 238,154 | 248,026 | 289,380 |
| Retained Earnings | | 238,154 | 248,026 | 289,380 |
| Equity at 31 December | | 238,154 | 248,026 | 289,380 |

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.

Sefton School

Statement of Financial Position

As at 31 December 2020

| | Notes | 2020 Actual \$ | 2020 Budget (Unaudited) \$ | 2019 Actual \$ |
|---|-------|----------------------|-------------------------------------|----------------------|
| Current Assets | | | | |
| Cash and Cash Equivalents | 8 | 170,092 | 222,800 | 235,154 |
| Accounts Receivable | 9 | 63,669 | 45,583 | 45,583 |
| GST Receivable | | 3,831 | - | - |
| Prepayments | | 2,888 | 1,516 | 1,516 |
| Inventories | 10 | 9,248 | 10,196 | 10,196 |
| Investments | 11 | 32,444 | - | - |
| Funds owing for Capital Works Projects | 17 | - | 29,638 | 29,638 |
| | | <u>282,172</u> | <u>309,733</u> | <u>322,087</u> |
| Current Liabilities | | | | |
| GST Payable | | - | 7,754 | 7,754 |
| Accounts Payable | 13 | 72,372 | 56,775 | 56,775 |
| Revenue Received in Advance | 14 | 657 | 837 | 837 |
| Provision for Cyclical Maintenance | 15 | 3,334 | 3,334 | 3,334 |
| Finance Lease Liability - Current Portion | 16 | 6,748 | 7,156 | 7,156 |
| Funds held for Capital Works Projects | 17 | 64,779 | 75,784 | 75,784 |
| | | <u>147,890</u> | <u>151,640</u> | <u>151,640</u> |
| Working Capital Surplus/(Deficit) | | 134,282 | 158,093 | 170,447 |
| Non-current Assets | | | | |
| Property, Plant and Equipment | 12 | 143,320 | 124,528 | 153,528 |
| | | <u>143,320</u> | <u>124,528</u> | <u>153,528</u> |
| Non-current Liabilities | | | | |
| Provision for Cyclical Maintenance | 15 | 30,742 | 25,742 | 25,742 |
| Finance Lease Liability | 16 | 8,706 | 8,853 | 8,853 |
| | | <u>39,448</u> | <u>34,595</u> | <u>34,595</u> |
| Net Assets | | <u>238,154</u> | <u>248,026</u> | <u>289,380</u> |
| Equity | 23 | <u>238,154</u> | <u>248,026</u> | <u>289,380</u> |

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

Sefton School
Statement of Cash Flows
For the year ended 31 December 2020

| | | 2020 | 2020 | 2019 |
|---|----------|-----------------|-----------------|----------------|
| | Note | Actual | Budget | Actual |
| | | \$ | (Unaudited) | \$ |
| | | | \$ | |
| Cash flows from Operating Activities | | | | |
| Government Grants | | 376,766 | 290,972 | 315,139 |
| Locally Raised Funds | | 35,923 | 12,340 | 56,146 |
| Goods and Services Tax (net) | | (11,585) | - | 13,545 |
| Payments to Employees | | (166,477) | (173,276) | (148,052) |
| Payments to Suppliers | | (268,387) | (142,540) | (175,710) |
| Cyclical Maintenance payments in the Year | | - | - | (17,599) |
| Interest Received | | 1,408 | 150 | 2,292 |
| Net cash from/(to) Operating Activities | | (32,352) | (12,354) | 45,761 |
| Cash flows from Investing Activities | | | | |
| Purchase of Property Plant & Equipment (and Intangibles) | | (11,463) | - | (19,404) |
| Purchase of Investments | | (32,444) | - | - |
| Proceeds from Sale of Investments | | - | - | 67,109 |
| Net cash from/(to) Investing Activities | | (43,907) | - | 47,705 |
| Cash flows from Financing Activities | | | | |
| Furniture and Equipment Grant | | - | - | 2,363 |
| Finance Lease Payments | | (7,436) | - | (12,453) |
| Funds held for Capital Works Projects | | 18,633 | - | 85,142 |
| Net cash from/(to) Financing Activities | | 11,197 | - | 75,052 |
| Net increase/(decrease) in cash and cash equivalents | | (65,062) | (12,354) | 168,518 |
| Cash and cash equivalents at the beginning of the year | 8 | 235,154 | 235,154 | 66,636 |
| Cash and cash equivalents at the end of the year | 8 | 170,092 | 222,800 | 235,154 |

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..

Sefton School

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

1.1. Reporting Entity

Sefton 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 of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

1.2. Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2020 to 31 December 2020 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

The Education 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.

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.

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.

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 carryforward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

1.3. 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.

1.4. 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.

1.5. 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.

1.6. 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.

1.7. 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.

1.8. Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for credit losses (uncollectable debts). The School's 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.

1.9. Inventories

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

1.10. 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.

1.11. Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

Property, plant and equipment except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

| | |
|--|-------------------------|
| Building improvements | 10–20 years |
| Furniture and equipment | 10–15 years |
| Information and communication technology | 3–5 years |
| Motor vehicles | 5 years |
| Textbooks | 3 years |
| Leased assets held under a Finance Lease | Term of Lease |
| Library resources | 12.5% Diminishing value |

1.12. Impairment of property, plant and equipment and intangible assets

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

Non cash generating assets

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

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

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

1.13. 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.

1.14. Employment 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.

Long-term employee entitlements

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

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

1.15. 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 international students, should the School be unable to provide the services to which they relate.

1.16. 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).

1.17. Financial Instruments

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

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

The School's financial liabilities comprise accounts payable, 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.

1.18. Borrowings

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

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

1.19. 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.

1.20. Budget Figures

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

1.21. 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

| | 2020 Actual \$ | 2020 Budget (Unaudited) \$ | 2019 Actual \$ |
|----------------------------------|----------------------|-------------------------------------|----------------------|
| Operational Grants | 255,487 | 225,515 | 213,029 |
| Teachers' Salaries Grants | 716,644 | 716,644 | 660,631 |
| Use of Land and Buildings Grants | 191,274 | 191,274 | 183,174 |
| Other MoE Grants | 57,410 | 49,317 | 39,975 |
| Transport grants | 49,541 | - | 50,481 |
| Other Government Grants | 16,847 | 16,140 | 11,654 |
| | <u>1,287,203</u> | <u>1,198,890</u> | <u>1,158,944</u> |

The School has opted in to the donations scheme for this year. Total amount received was \$19,200.

Other MOE Grants total includes additional COVID-19 funding totalling \$6,431 for the year ended 31 December 2020.

3. Locally Raised Funds

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

| | 2020 Actual \$ | 2020 Budget (Unaudited) \$ | 2019 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| Revenue | | | |
| Donations | 12,920 | 6,340 | 34,743 |
| Fundraising | 5,072 | - | - |
| Bequests & Grants | 3,723 | - | 568 |
| Other Revenue | 511 | - | 2,766 |
| Trading | 5,910 | 2,000 | 6,774 |
| Activities | 17,273 | 4,000 | 9,812 |
| | <u>45,409</u> | <u>12,340</u> | <u>54,663</u> |
| Expenses | | | |
| Activities | 16,821 | 2,000 | 5,034 |
| Trading | 5,069 | - | 4,539 |
| Fundraising (Costs of Raising Funds) | 1,260 | - | - |
| | <u>23,150</u> | <u>2,000</u> | <u>9,573</u> |
| <i>Surplus for the year Locally raised funds</i> | <u>22,259</u> | <u>10,340</u> | <u>45,090</u> |

4. Learning Resources

| | 2020 Actual \$ | 2020 Budget (Unaudited) \$ | 2019 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| Curricular | 23,856 | 24,120 | 24,256 |
| Equipment Repairs | - | 1,000 | 1,847 |
| Information and Communication Technology | 2,680 | 4,900 | 2,126 |
| Library Resources | 1,509 | 2,250 | 870 |
| Employee Benefits - Salaries | 834,033 | 841,346 | 776,338 |
| Staff Development | 2,786 | 8,950 | 5,273 |
| | <u>864,864</u> | <u>882,566</u> | <u>810,710</u> |

5. Administration

| | 2020 Actual \$ | 2020 Budget (Unaudited) \$ | 2019 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| Audit Fee | 4,266 | 4,500 | 3,171 |
| Board of Trustees Fees | 3,425 | 4,050 | 3,665 |
| Board of Trustees Expenses | 549 | 2,000 | 1,153 |
| Communication | 716 | 850 | 731 |
| Consumables | 3,280 | 6,300 | 2,837 |
| Operating Lease | - | 3,600 | - |
| Other | 5,308 | 6,950 | 5,500 |
| Employee Benefits - Salaries | 51,048 | 48,574 | 31,053 |
| Insurance | 1,077 | 1,020 | 1,214 |
| Service Providers, Contractors and Consultancy | 5,110 | 4,500 | 4,900 |
| | <u>74,779</u> | <u>82,344</u> | <u>54,224</u> |

6. Property

| | 2020 | 2020 | 2019 |
|-------------------------------------|----------------|----------------|----------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Caretaking and Cleaning Consumables | 33,308 | 31,200 | - |
| Consultancy and Contract Services | - | - | 28,855 |
| Cyclical Maintenance Provision | 5,000 | 5,000 | 5,000 |
| Grounds | 65,066 | 6,000 | 6,137 |
| Heat, Light and Water | 11,532 | 13,200 | 16,926 |
| Rates | 2,835 | 3,000 | 2,593 |
| Repairs and Maintenance | 32,311 | 4,900 | 7,405 |
| Use of Land and Buildings | 191,274 | 191,274 | 183,174 |
| Security | 1,240 | 1,250 | 2,954 |
| | <u>342,566</u> | <u>255,824</u> | <u>253,044</u> |

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

7. Depreciation of Property, Plant and Equipment

| | 2020 | 2020 | 2019 |
|--|---------------|---------------|---------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Building Improvements | 4,050 | 4,000 | 3,634 |
| Furniture and Equipment | 10,389 | 10,000 | 11,032 |
| Information and Communication Technology | 6,262 | 5,000 | 3,214 |
| Leased Assets | 9,042 | 10,000 | 9,944 |
| Library Resources | 432 | - | 420 |
| | <u>30,175</u> | <u>29,000</u> | <u>28,244</u> |

8. Cash and Cash Equivalents

| | 2020 | 2020 | 2019 |
|---|----------------|----------------|----------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Bank Current Account | 127,224 | 222,800 | 122,944 |
| Bank Call Account | 42,868 | - | 80,328 |
| Short-term Bank Deposits | - | - | 31,882 |
| Cash and cash equivalents for Statement of Cash Flows | <u>170,092</u> | <u>222,800</u> | <u>235,154</u> |

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

Of the \$170,092 Cash and Cash Equivalents, \$64,779 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2021 on Crown owned school buildings under the School's Five Year Property Plan.

9. Accounts Receivable

| | 2020 | 2020 | 2019 |
|--|---------------|---------------|---------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Receivables | 9,897 | 591 | 591 |
| Interest Receivable | 6 | 8 | 8 |
| Teacher Salaries Grant Receivable | 53,766 | 44,984 | 44,984 |
| | <u>63,669</u> | <u>45,583</u> | <u>45,583</u> |
| Receivables from Exchange Transactions | 9,903 | 599 | 599 |
| Receivables from Non-Exchange Transactions | 53,766 | 44,984 | 44,984 |
| | <u>63,669</u> | <u>45,583</u> | <u>45,583</u> |

10. Inventories

| | 2020 | 2020 | 2019 |
|-----------------|--------------|---------------|---------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| School Uniforms | 9,248 | 10,196 | 10,196 |
| | <u>9,248</u> | <u>10,196</u> | <u>10,196</u> |

11. Investments

The School's investment activities are classified as follows:

| | 2020 Actual \$ | 2020 Budget (Unaudited) \$ | 2019 Actual \$ |
|--------------------------|----------------------|-------------------------------------|----------------------|
| Current Asset | | | |
| Short-term Bank Deposits | 32,444 | - | - |
| Total Investments | 32,444 | - | - |

12. Property, Plant and Equipment

| | Opening Balance (NBV) | Additions | Disposals | Impairment | Depreciation | Total (NBV) |
|--|--------------------------|---------------|------------|------------|-----------------|----------------|
| 2020 | \$ | \$ | \$ | \$ | \$ | \$ |
| Building Improvements | 80,250 | - | - | - | (4,050) | 76,200 |
| Furniture and Equipment | 46,006 | - | - | - | (10,389) | 35,617 |
| Information and Communication Technology | 8,466 | 10,946 | - | - | (6,262) | 13,150 |
| Leased Assets | 15,865 | 8,509 | - | - | (9,042) | 15,332 |
| Library Resources | 2,941 | 517 | (5) | - | (432) | 3,021 |
| Balance at 31 December 2020 | 153,528 | 19,972 | (5) | - | (30,175) | 143,320 |

| | Cost or Valuation | Accumulated Depreciation | Net Book Value |
|--|----------------------|-----------------------------|-------------------|
| 2020 | \$ | \$ | \$ |
| Building Improvements | 108,338 | (32,138) | 76,200 |
| Furniture and Equipment | 272,559 | (236,942) | 35,617 |
| Information and Communication Technology | 98,710 | (85,560) | 13,150 |
| Leased Assets | 24,606 | (9,274) | 15,332 |
| Library Resources | 14,333 | (11,312) | 3,021 |
| Balance at 31 December 2020 | 518,546 | (375,226) | 143,320 |

The net carrying value of equipment held under a finance lease is \$15,332 (2019: \$15,865)

| | Opening Balance (NBV) | Additions | Disposals | Impairment | Depreciation | Total (NBV) |
|--|--------------------------|---------------|----------------|------------|-----------------|----------------|
| 2019 | \$ | \$ | \$ | \$ | \$ | \$ |
| Building Improvements | 71,403 | 12,481 | - | - | (3,634) | 80,250 |
| Furniture and Equipment | 57,038 | - | - | - | (11,032) | 46,006 |
| Information and Communication Technology | 5,250 | 6,430 | - | - | (3,214) | 8,466 |
| Leased Assets | 15,593 | 12,512 | (2,296) | - | (9,944) | 15,865 |
| Library Resources | 2,868 | 493 | - | - | (420) | 2,941 |
| Balance at 31 December 2019 | 152,152 | 31,916 | (2,296) | - | (28,244) | 153,528 |

| | Cost or Valuation | Accumulated Depreciation | Net Book Value |
|--|----------------------|-----------------------------|-------------------|
| 2019 | \$ | \$ | \$ |
| Building Improvements | 108,338 | (28,088) | 80,250 |
| Furniture and Equipment | 272,559 | (226,553) | 46,006 |
| Information and Communication Technology | 87,764 | (79,298) | 8,466 |
| Leased Assets | 35,829 | (19,964) | 15,865 |
| Library Resources | 13,840 | (10,899) | 2,941 |
| Balance at 31 December 2019 | 518,330 | (364,802) | 153,528 |

13. Accounts Payable

| | 2020 Actual \$ | 2020 Budget (Unaudited) \$ | 2019 Actual \$ |
|---------------------------------------|----------------------|-------------------------------------|----------------------|
| Operating creditors | 14,380 | 9,294 | 9,294 |
| Accruals | 2,266 | 2,497 | 2,497 |
| Employee Entitlements - salaries | 53,766 | 44,984 | 44,984 |
| Employee Entitlements - leave accrual | 1,960 | - | - |
| | 72,372 | 56,775 | 56,775 |
| Payables for Exchange Transactions | 72,372 | 56,775 | 56,775 |
| | 72,372 | 56,775 | 56,775 |

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

| | 2020 Actual \$ | 2020 Budget (Unaudited) \$ | 2019 Actual \$ |
|-------|----------------------|-------------------------------------|----------------------|
| Other | 657 | 837 | 837 |
| | <u>657</u> | <u>837</u> | <u>837</u> |

15. Provision for Cyclical Maintenance

| | 2020 Actual \$ | 2020 Budget (Unaudited) \$ | 2019 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Provision at the Start of the Year | 29,076 | 29,076 | 41,675 |
| Increase/ (decrease) to the Provision During the Year | 5,000 | - | 5,000 |
| Use of the Provision During the Year | - | - | (17,599) |
| Provision at the End of the Year | <u>34,076</u> | <u>29,076</u> | <u>29,076</u> |
| Cyclical Maintenance - Current | 3,334 | 3,334 | 3,334 |
| Cyclical Maintenance - Term | <u>30,742</u> | <u>25,742</u> | <u>25,742</u> |
| | <u>34,076</u> | <u>29,076</u> | <u>29,076</u> |

16. Finance Lease Liability

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

| | 2020 Actual \$ | 2020 Budget (Unaudited) \$ | 2019 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| No Later than One Year | 7,357 | 7,486 | 7,486 |
| Later than One Year and no Later than Five Years | 8,988 | 8,936 | 8,936 |
| | <u>16,345</u> | <u>16,422</u> | <u>16,422</u> |

17. Funds Held for Capital Works

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

| | 2020 | Opening Balances \$ | Receipts from MoE \$ | Payments \$ | BOT Contributions \$ | Closing Balances \$ |
|----------------------------------|-------------|---------------------------|----------------------------|------------------|----------------------------|---------------------------|
| ILE Project | Completed | (29,638) | - | - | 29,638 | - |
| SN Block 1 Modification | Completed | 75,784 | - | (75,784) | - | - |
| SIP Outdoor Learning Environment | In Progress | - | 79,834 | (49,348) | - | 30,486 |
| Special Needs Fencing | Completed | - | 114,259 | (114,259) | - | - |
| SCF Solar Panels & Batteries | In Progress | - | 44,091 | (9,798) | - | 34,293 |
| Totals | | <u>46,146</u> | <u>238,184</u> | <u>(249,189)</u> | <u>29,638</u> | <u>64,779</u> |

Represented by:

| | |
|---|---------------|
| Funds Held on Behalf of the Ministry of Education | <u>64,779</u> |
| | <u>64,779</u> |

| | 2019 | Opening Balances \$ | Receipts from MoE \$ | Payments \$ | BOT Contributions \$ | Closing Balances \$ |
|-------------------------|-------------|---------------------------|----------------------------|-----------------|----------------------------|---------------------------|
| ILE Project | In Progress | (38,996) | 29,274 | (19,916) | - | (29,638) |
| SN Block 1 Modification | In Progress | - | 91,430 | (15,646) | - | 75,784 |
| Totals | | <u>(38,996)</u> | <u>120,704</u> | <u>(35,562)</u> | <u>-</u> | <u>46,146</u> |

18. Related Party Transactions

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

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

19. Remuneration

Key management personnel compensation

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

| | 2020 Actual \$ | 2019 Actual \$ |
|---|----------------------|----------------------|
| <i>Board Members</i> | | |
| Remuneration | 3,425 | 3,665 |
| Full-time equivalent members | 0.08 | 0.09 |
| <i>Leadership Team</i> | | |
| Remuneration | 252,823 | 233,429 |
| Full-time equivalent members | 2.00 | 2.00 |
| Total key management personnel remuneration | 256,248 | 237,094 |
| Total full-time equivalent personnel | 2.08 | 2.09 |

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

Principal

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

| | 2020 Actual \$000 | 2019 Actual \$000 |
|--|-------------------------|-------------------------|
| Salaries and Other Short-term Employee Benefits: | | |
| Salary and Other Payments | 120 - 130 | 110 - 120 |
| Benefits and Other Emoluments | 15 - 20 | 10 - 20 |
| Termination Benefits | 0 - 0 | 0 - 0 |

Other Employees

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

| Remuneration \$000 | 2020 FTE Number | 2019 FTE Number |
|-----------------------|--------------------|--------------------|
| 100 -110 | 1.00 | 1.00 |
| | 1.00 | 1.00 |

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

20. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be 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:

| | 2020 Actual \$ | 2019 Actual \$ |
|------------------|----------------------|----------------------|
| Total | - | - |
| Number of People | - | - |

21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2020 (Contingent liabilities and assets at 31 December 2019: nil).

Holidays Act Compliance - schools payroll

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

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. The current phase of this review is to design potential solutions for any compliance breaches discovered in the initial phase of the Programme. 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 2020, a contingent liability for the school may exist.

22. Commitments

(a) Capital Commitments

As at 31 December 2020 the Board has entered into the following contract agreements for capital works.

(a) \$88,704 contract for Outdoor Learning Environment to be completed in 2021, which will be fully funded by the Ministry of Education. \$79,734 has been received of which \$49,347 has been spent on the project to date; and

(b) \$48,990 contract for Solar Panels to be completed in 2021, which will be fully funded by the Ministry of Education. \$44,091 has been received of which \$9,798 has been spent on the project to date

(Capital commitments at 31 December 2019: nil)

(b) Operating Commitments

As at 31 December 2020 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2019: nil)

23. Managing Capital

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

24. 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

| | 2020 Actual \$ | 2020 Budget (Unaudited) \$ | 2019 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Cash and Cash Equivalents | 170,092 | 222,800 | 235,154 |
| Receivables | 63,669 | 45,583 | 45,583 |
| Investments - Term Deposits | 32,444 | - | - |
| Total Financial assets measured at amortised cost | 266,205 | 268,383 | 280,737 |

Financial liabilities measured at amortised cost

| | | | |
|--|--------|--------|--------|
| Payables | 72,372 | 56,775 | 56,775 |
| Finance Leases | 15,454 | 16,009 | 16,009 |
| Total Financial liabilities measured at amortised Cost | 87,826 | 72,784 | 72,784 |

25. Events After Balance Date

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

INDEPENDENT AUDITOR'S REPORT
TO THE READERS OF SEFTON SCHOOL'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2020

The Auditor-General is the auditor of Sefton School (the School). The Auditor-General has appointed me, Michael Rondel, using the staff and resources of BDO Christchurch, 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 3 to 17, that comprise the statement of financial position as at 31 December 2020, 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 2020; 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 27th May 2021. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 1-2 and 18 onwards 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.



Michael Rondel
BDO Christchurch
On behalf of the Auditor-General
Christchurch, New Zealand

Analysis of variance Reading (2020)

School name and number: Sefton School 3501

Focus: Reading

Strategic Aim: To raise the rate of progress for all students deemed at risk of not achieving at the level of the curriculum expectation in Reading. To ensure all students are engaged in the reading process and maintaining progress.

Annual Aim: To increase the number of students achieving at or above the curriculum expectation for Reading

Baseline data: Analysis of school wide reading data in December 2019 indicates:

1. 4 students well below the age appropriate curriculum level expectation in Reading.
2. 30 students working below the age appropriate curriculum level expectation. 19 of these are male, 11 are female.
3. 4 Māori students out of 8 working below the age appropriate curriculum level expectation. 3 are at the curriculum level expected and 1 is above.
4. 66 (54%) students are achieving at the standard
5. 23 (19%) students are considered above the standard

School wide data at January 2020 with consideration to those students who have left the school (Y8 2019 *et al*) indicates the number of students below the Curriculum Level will be 30 in January 2020, with 4 children *well below* Curriculum Level.

A group of children is clustered in the Reading after 2 years at school and the rest are scattered throughout the school.

Targets:

1. The students assessed as reading *below* the age appropriate curriculum level expectation at the end of 2019 will make at least one years' progress during 2020, with at least 33% (10/30) making accelerated progress to achieve age appropriate curriculum level expectation.
2. The children assessed at being at and above standard will continue to make progress appropriate to their level with the aim to keep them moving ahead at a consistent or accelerated rate.
3. To raise the achievement for the children who were below expectation 'after 1 year at school' and 'after 2 years at school' so that at least 50% of them are achieving at the age

appropriate curriculum level expectation.

4. To shift the achievement of 50% (2 out of 4) of Maori students not yet meeting the age appropriate curriculum level to meet or exceed curriculum level expectation.

| Actions (what did we do?) | Outcomes (what happened?) | Reasons for the variance (why did it happen?) | Evaluation (where to next?) |
|---|--|--|--|
| <p>Conducted review of school wide assessment data to identify students who required extra support. Identified priority learners for reading.</p> <p>Developed IEP's and target groups</p> <p>Reviewed target groups and IEP's through the year and modified programmes as a result. Peer discussions conducted to review programmes in place.</p> <p>Employed Reading Recovery teacher for extra time during part of year to give targeted support to identified individuals.</p> <p>Used extra staffing allocated to school to release deputy principal to provide assistance to children identified through the school and to develop new reading programmes.</p> <p>Further development of support register to detail support being given to each identified child.</p> <p>Global end of year data analysed to inform</p> | <p>During the 2020 year the majority of the children in this target groups made progress with 11 out of the children who were identified at the beginning of the year moving from below curriculum expectation for reading to at curriculum level, 16 staying at below curriculum level and 1 child moving to well below curriculum level.</p> <p>Of the children who were at or above curriculum expectation for reading in 2019 and who were still at Sefton School at the end of the 2020 year, 8% gained a level, 75% maintained their level and 17% lost a level. Within this later group 2 children moved from at to below and 9 moved from above to at.</p> <p>By the conclusion of 2020 5/8 students identified as Maori were achieving at or above the expected curriculum level, with 3/8 moving from below to at.</p> | <p>Individual children have been identified through the school data analysis and discussions have been conducted with the teachers to identify particular reasons for the movements. Staff have spent time at staff meetings looking at each individual child to ascertain current progress and plan for improvement.</p> <p>Possible reasons put forward:</p> <ul style="list-style-type: none"> • Significant interruptions to schooling throughout the year due to COVID pandemic. • There is an increase in the number of children who are less prepared for school and this is impacting on the early years data. • It has been observed that the oral language of NE children is not as well developed as in previous years. <p>Each of the children will be looked at as individuals to ascertain if there have been significant events that have impacted their learning: eg. Extended absence from school, trauma, behavioural issues, specific learning</p> | <p>The use of target groups, developed from a detailed examination of school wide and individual data, collated from 2019 information and assessments at beginning of 2020 year, meant that teachers had clear pathways to follow for each child.</p> <p>Making sure that students were aware of these goals and the next steps in their learning allowed for student ownership of their learning.</p> <p>Peer discussions among staff allowed for reflection and remodelling of goals and next steps.</p> <p>An in-depth examination will be made of the data to pin-point specific areas of need to identify gaps in learning that could assist the children who have moved down a level as there could be one facet of the curriculum that is holding them back from achieving.</p> |

| | | | |
|---|--|--------------|---|
| progress and planning for 2021. | | issues, etc. | Continue to use outside supports eg: RTLitt and RR to help specific students. |
| <p>Planning for next year: (2021)</p> <p>Analysis of 2020 data reveals groups at Y2,Y3 and Y7 for school wide targets and these will be built into School's planning for 2021. Beyond this group are individual children at each level who will need careful monitoring through consistent observation and collection of data</p> <p>When available the school will employ the Cluster Reading Recovery teacher to teach extra children above and beyond her normal workload.</p> <p>The school will use RTLitt to assist children in the school who need extra help with Reading, and to support the teachers with their programmes.</p> <p>Plan to further investigate “structured literacy” approach to teaching reading and adopt this approach where appropriate.</p> <p>Make greater use of LSC in school to assist with the assessment of identified students and development of programmes of work.</p> <p>Business as usual:</p> <p>The use of target groups has been successful in contributing to the maintaining and raising of overall and individual achievement level throughout the school. This focus is now standard practice throughout the school.</p> <p>Peer discussions and review of target groups will continue so as to provide a means of reflection.</p> | | | |

Analysis of variance Writing (2020)

School name and number _____ Sefton School 3501 _____

Focus: Writing

Strategic Aim: To raise the rate of progress for all students deemed at risk of not achieving at the level of the curriculum expectation in Writing. To ensure all students are engaged in the writing process and maintaining progress

Annual Aim: To increase the number of students achieving at or above the National Standards for Writing

Baseline data: Analysis of school wide writing data in December 2019 indicates:

1. 76% of all students met or exceeded age appropriate curriculum level expectations in writing.
2. 20% (25/123) students below the age appropriate curriculum level expectation in Writing. 21/25 are male.
3. Males are disproportionally represented as working below curriculum expectation in writing.
4. 63% (5/8) Māori students are at the age appropriate curriculum level expectation.
5. There are children at each age level writing at *below* standard, with a cluster in the middle years.

School wide data at January 2020 with consideration to those students who have left the school (Y8 2019 *et al*) indicates the number of students below the curriculum expectation will be 20 in January 2020.

The number of males in this group is 14. Male students are disproportionally represented in this data.

Targets

1. The students assessed as writing *below* the age appropriate curriculum level expectation at the end of 2019 will make at least one years' progress during 2020, with at least 33% (7/20) making accelerated progress to achieve age appropriate curriculum level expectation.
2. The children assessed at being at and above standard will continue to make progress appropriate to their level with the aim to keep them moving ahead at a consistent or accelerated rate.
3. To shift the 2019 achievement of at least 50% (1/2) of Maori students who were not at the age appropriate curriculum level expectation at the end of 2019 to meet or exceed, while

maintaining or exceeding the age appropriate curriculum level expectation for those that were at or above in 2019.

| Actions (what did we do?) | Outcomes (what happened?) | Reasons for the variance (why did it happen?) | Evaluation (where to next?) |
|--|--|---|--|
| <p>Conducted review of school wide assessment data to identify students who required extra support.</p> <p>Developed target groups and IEP's for specified students</p> <p>Ensured that the students knew their goals and the next steps for their learning.</p> <p>Reviewed target groups and IEP's through the year and modified programmes as a result. Peer discussions conducted to review programmes in place.</p> <p>Global end of year data analysed to inform progress and planning for 2021.</p> <p>Participated in the Rangiora Community of Learning working on the Achievement Challenges particularly the AC related to writing.</p> | <p>The majority of the children in the target group have made progress with 6 children making sufficient progress to move into the <i>at</i> level. 1 child who was at the curriculum expectation in 2019 did not make the progress necessary to maintain this and is working below the curriculum expectation at the end of 2020.</p> <p>For the children who were at or above curriculum expectation in 2019, 3% gained a level, 64% maintained their level and 33% dropped a level. 2 students who were at Curriculum expectation moved to above Curriculum expectation, 10 students moved from above Curriculum expectation to at Curriculum expectation, and 14 students moved from at Curriculum expectation to below.</p> | <p>The creation of target groups gave the teachers the opportunity to develop specific learning goals for each child which were then reviewed and modified throughout the year to determine progress. This strategy was effective in keeping abreast of children's progress and being able to react to learning needs in an immediate way.</p> <p>The children who have moved from at to below have been clearly identified through the school data analysis and the reasons for their movements are being explored to enable change to take place in 2021. Reasons for this include: being on the cusp of a level and not being able to maintain a sufficient rate of progress from the previous year or absence from school due to health or family reasons. Significant interruptions to schooling throughout the year due to COVID pandemic.</p> <p>During 2020 teaching staff engaged with Storytelling as a means to improve writing. Discussions with and between staff indicate that this is a successful way of engaging the students and is a means to engage some of</p> | <p>The use of target groups, developed from a detailed examination of school wide and individual data, collated from 2018 information and assessments at beginning of year, meant that teachers had clear pathways to follow for each child.</p> <p>Making sure that students were aware of these goals and the next steps in their learning allowed for student ownership of their learning.</p> <p>Peer discussions allowed for reflection and remodelling of goals and next steps.</p> <p>Make considered use of the LSC to enable analysis of school programmes and the development of programmes of work to cater for all the children's needs.</p> <p>Extend Storytelling approach with further PD for new staff. Use experts within the school to teach their peers</p> |

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|--|--|------------------------|--|
| | | the reluctant writers. | |
| <p>Planning for next year (2021)</p> <p>All staff to take samples of written language within first 4 weeks of the year to bring to staff meeting for analysis and moderation. These are to be used as baseline for improvement through the year. Staff to share how they plan to improve written language in their classroom. Cycle through this each term.</p> <p>Look to develop a coordinate approach to the teaching of writing across the school based on the analysis conducted above.</p> <p>Make use of LSC to examine school wide data set and then plan with the staff programmes to improve writing across the school.</p> <p>Business as usual</p> <p>Analysis of 2020 data has revealed that apart from a group of students in Y2 and Y3 year level there are two or three children at each level that are below the curriculum expectation for their age.</p> <p>Build in use of specific groupings in written literacy to support learners who need are deemed at risk of not achieving when staff undergo initial analysis of children at beginning of year and then continuing through their observations and conversations. The data from 2020 indicates that there is a spread of children throughout the school, with a cluster of students in the Y3 level of the school. As such each teacher will need to develop programmes that are best suited for the individual needs of the students in their class.</p> | | | |

Analysis of variance Mathematics (2020)

School name and number ____ Sefton 3501 _____

Focus: Mathematics

Strategic Aim: To raise the rate of progress for all students deemed at risk of not achieving at the level of the Curriculum expectation in Mathematics

To ensure all students are engaged and confident in the area of Mathematics.

To maintain and extend the current levels of Mathematics achievement

Annual Aim: To increase the number of students achieving at or above the National Standards for Mathematics

Baseline data: Analysis of school wide mathematics data in December 2019 indicated:

1. 81% of all students met or exceeded age appropriate curriculum level expectations in Mathematics
2. 21 students were working below the age appropriate curriculum level expectation in Mathematics.
3. 20 students are working above the Curriculum Level in Mathematics
4. Two Māori students were working below the expected Curriculum Level. Five students were at the Curriculum Level, and 1 was above..

School wide data as at January 2020 with consideration to those students who have left the school (Y8 2019 *et al*) indicated the number of students below the standard will be 18 in January 2020.

Targets:

1. The students assessed as writing *below* the age appropriate curriculum level expectation at the end of 2019 will make at least one years' progress during 2020, with at least 33% (7/20) making accelerated progress to achieve age appropriate curriculum level expectation.
2. The children assessed at being at and above standard will continue to make progress appropriate to their level with the aim to keep them moving ahead at a consistent or accelerated rate.
3. To shift the 2019 achievement of at least 50% (1/2) of Maori students who were not at the age appropriate curriculum level expectation at the end of 2019 to meet or exceed, while maintaining or exceeding the age appropriate curriculum level expectation for those that were at or above in 2019.

| Actions (what did we do?) | Outcomes (what happened?) | Reasons for the variance (why did it happen?) | Evaluation (where to next?) |
|---|---|--|---|
| <p>Conducted review of school wide assessment data to identify students who required extra support.</p> <p>Developed individual targets as the children were spread across the levels in the school</p> <p>Ensured that the students knew their goals and the next steps for their learning.</p> <p>Reviewed targets through the year and modified programmes as a result. Peer discussions conducted to review programmes in place.</p> <p>Global end of year data analysed to inform progress and planning for 2021.</p> | <p>Five of the students who were identified as below in 2019 were able to make sufficient progress to be classed as being at curriculum level in the following year. The majority of the rest made progress but not enough to move into the next cohort. Two students moved from below to well below curriculum expectation for their age.</p> <p>70% of children maintained or extended their levels of progress. However significant numbers of students decreased a level of expectation : 11 students moved from above curriculum expectation to at curriculum expectation, 12 from at to below and 2 from below to well below.</p> | <p>The children identified at the beginning of 2019 year have made progress through the year. The children who moved from below to well below have been identified and programmes will be put in place in 2021 to support their learning.</p> <p>Programmes in 2020 were significantly disrupted by COVID pandemic and other events through the year.</p> <p>There is a significant group in the junior section of the school who have not progressed as expected in 2020 who have been identified for extra work in 2021.</p> | <p>Student needs were clearly identified at the beginning of the year and goals set with the children.</p> <p>The data from the end of 2020 indicates that there are individuals throughout the school who are not achieving, with a group of students identified at the ‘after 2 years at school’ level.</p> <p>The use of a mixture of individualised goals and target groups will be encouraged and developed further in 2021 to take account of the patterns of achievement data.</p> |
| <p>Planning for next year (2021): Continue to focus on at risk pupils in mathematics through teachers identifying individuals and groups and implementing a needs based programme.</p> <p>The inquiry model of review, development of individual and group targets, sharing of next step learning with students, review and modification of programmes through the year has proved to be successful in promoting successful outcomes for students in the past and will continue to be the model adopted in 2021.</p> <p>Consultation is planned with the cluster’s LSC who has expertise in Mathematics who will help with the formulation of programmes for the students so identified. LSC will interview and assess identified students and then work with staff to provide programmes and outcomes for students.</p> | | | |

Annual Report

Kiwisport Y1-Y8 2020

Kiwisport is a government funded initiative to support student's participation in organised sport. During 2020, the school received total Kiwisport funding of \$1673.11 (excluding GST) based on a roll of 118. The funding was spent on providing sports coaching through the North Canterbury Sports and Recreation Trust and extra equipment for sports and storage.

EEO

Sefton School operates an EEO policy as per SchoolDocs to ensure compliance with EEO legislation.