

TE PAPAPA SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

School Directory

Ministry Number:	1534
Principal:	Robyn Curry
School Address:	219 Mount Smart Road, Onehunga, Auckland, 1061
School Postal Address:	219 Mount Smart Road, Onehunga, Auckland, 1061
School Phone:	09 634 5252
School Email:	admin@tepapapa.school.nz

Members of the Board

Name	Position	How Position Gained	Term Expired/Expires
Linda Stewart	Chair Person	Elected	Jun-22
Robyn Curry	Principal	ex Officio	-
Trevor Abbott	Parent Rep	Elected	Jun-22
Holly Bodman	Trustee	Co-opted	Jun-22
Des Flynn	Trustee	Co-opted	Jun-22
Maria Farry	Staff Rep	Elected	Jun-22
Simone Stevens	Trustee	Co-opted	Jun-22
Theresa Ta'alo	Parent Rep	Elected	Dec-21
Graeme Baker	Parent Rep	Elected	Dec-21
Sulieti Pau'uvale Moa	Trustee	Co-opted	Dec-21

Accountant / Service Provider:

Shore Chartered Accountants Ltd

TE PAPAPA SCHOOL

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Te Papapa School

Statement of Responsibility

For the year ended 31 December 2021

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2021 fairly reflects the financial position and operations of the school.

The School's 2021 financial statements are authorised for issue by the Board.

Linda Mary Stewart

Full Name of Presiding Member

LMS

Signature of Presiding Member

1 June 2022

Date:

Robyn Elizabeth Curry

Full Name of Principal

Robyn

Signature of Principal

1 June 2022

Date:

Te Papapa School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue				
Government Grants	2	3,875,388	3,047,116	3,618,935
Locally Raised Funds	3	80,494	86,400	80,499
Interest Income		15,755	30,000	26,908
		3,971,637	3,163,516	3,726,342
Expenses				
Locally Raised Funds	3	20,292	16,500	2,446
Learning Resources	4	2,378,611	1,597,189	1,956,428
Administration	5	142,790	139,092	142,321
Finance		1,848	4,000	2,577
Property	6	975,426	1,261,281	1,186,716
Depreciation	10	105,339	140,000	132,380
Loss on Disposal of Property, Plant and Equipment		-	-	655
		3,624,306	3,158,062	3,423,523
Net Surplus / (Deficit) for the year		347,331	5,454	302,819
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		347,331	5,454	302,819

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

Te Papapa School

Statement of Financial Position

As at 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Assets				
Cash and Cash Equivalents	7	709,885	583,296	1,095,017
Accounts Receivable	8	161,877	132,029	137,269
GST Receivable		31,409	-	-
Prepayments		793	3,000	2,198
Investments	9	1,750,696	1,250,000	1,115,938
		2,654,660	1,968,325	2,350,422
Current Liabilities				
GST Payable		-	-	2,055
Accounts Payable	11	258,505	172,001	170,085
Provision for Cyclical Maintenance	12	24,357	6,189	9,885
Painting Contract Liability	13	18,853	18,853	18,853
Finance Lease Liability	14	9,811	9,402	12,197
Funds held for Capital Works Projects	15	190,421	190,000	265,745
Funds held on behalf of Cluster	16	28,345	20,000	26,312
		530,292	416,445	505,132
Working Capital Surplus/(Deficit)		2,124,368	1,551,880	1,845,290
Non-current Assets				
Property, Plant and Equipment	10	627,169	867,854	563,354
		627,169	867,854	563,354
Non-current Liabilities				
Provision for Cyclical Maintenance	12	47,876	70,906	49,263
Painting Contract Liability	13	32,065	32,065	43,818
Finance Lease Liability	14	4,157	4,701	8,955
		84,098	107,672	102,036
Net Assets		2,667,439	2,312,062	2,306,608
Equity		2,667,439	2,312,062	2,306,608

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

Te Papapa School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Restated \$
Equity at 1 January		2,306,608	2,306,608	2,003,789
Total comprehensive revenue and expense for the year		347,331	5,454	302,819
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		13,500	-	-
Equity at 31 December	25	2,667,439	2,312,062	2,306,608

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.

Te Papapa School

Statement of Cash Flows

For the year ended 31 December 2021

	Note	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash flows from Operating Activities				
Government Grants		1,135,892	865,255	1,048,186
Locally Raised Funds		80,494	86,400	80,499
Goods and Services Tax (net)		(33,464)	(2,055)	16,769
Payments to Employees		(461,426)	(453,694)	(395,809)
Payments to Suppliers		(223,973)	(353,352)	(261,058)
Interest Paid		(1,848)	(4,000)	(2,577)
Interest Received		14,958	29,147	33,416
Net cash from/(to) Operating Activities		510,633	167,701	519,426
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(164,193)	(444,500)	(96,485)
Purchase of Investments		(634,758)	(134,062)	-
Proceeds from Sale of Investments		-	-	105,965
Net cash from/(to) Investing Activities		(798,951)	(578,562)	9,480
Cash flows from Financing Activities				
Furniture and Equipment Grant		13,500	-	-
Finance Lease Payments		(16,856)	(7,049)	(30,916)
Painting contract payments		(20,163)	(11,753)	(13,706)
Funds Administered on Behalf of Third Parties		(73,295)	(82,058)	275,842
Net cash from/(to) Financing Activities		(96,814)	(100,860)	231,220
Net increase/(decrease) in cash and cash equivalents		(385,132)	(511,721)	760,126
Cash and cash equivalents at the beginning of the year	7	1,095,017	1,095,017	334,891
Cash and cash equivalents at the end of the year	7	709,885	583,296	1,095,017

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.

Te Papapa School

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

a) Reporting Entity

Te Papapa 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 12.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 10.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition**Government Grants**

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

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

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

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

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

For Integrated Groups this note should also include the following:

The property from which the School operates is owned by the Proprietor. Grants for the use of land and buildings are also not received in cash by the school however they equate to the deemed expense for using the land and buildings. This expense is based on an assumed market rental yield on the land and buildings as used for rating purposes.

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Finance Lease Payments

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

e) Cash and Cash Equivalents

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

f) Accounts Receivable

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

g) 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.

h) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	10–75 years
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value
Playground	10–18 years

i) Impairment of property, plant, and equipment and intangible assets

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

Non cash generating assets

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

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

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

The reversal of an impairment loss is recognised in the surplus or deficit.

j) 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.

k) Employee Entitlements*Short-term employee entitlements*

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned, by non teaching staff, to but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before twelve months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows

k) Funds Held in Trust

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

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

m) Provision for Cyclical Maintenance

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

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on an up to date 10 Year Property Plan (10YPP) or another appropriate source of evidence.

n) Financial Instruments

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

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

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

o) 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.

p) Budget Figures

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

u) Services received in-kind

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

2. Government Grants

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Operational Grants	776,484	676,380	617,652
Teachers' Salaries Grants	1,769,333	1,150,000	1,614,401
Use of Land and Buildings Grants	768,150	1,032,986	1,028,697
Other MoE Grants	561,421	125,250	186,623
Other Government Grants	-	62,500	171,562
	<u>3,875,388</u>	<u>3,047,116</u>	<u>3,618,935</u>

The school has opted in to the donations scheme for this year. Total amount received was \$42,450.

Other MOE Grants total includes additional COVID-19 funding totalling \$16,364 for the year ended 31 December 2021 (2020: \$22,011).

3. Locally Raised Funds

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue			
Donations & Bequests	17,413	9,000	22,298
Fees for Extra Curricular Activities	5,253	5,000	978
Trading	42,496	56,400	45,716
Fundraising & Community Grants	15,332	16,000	11,507
	<u>80,494</u>	<u>86,400</u>	<u>80,499</u>
Expenses			
Extra Curricular Activities Costs	3,796	15,000	597
Trading	1,031	500	1,849
Fundraising and Community Grant Costs	15,465	1,000	-
	<u>20,292</u>	<u>16,500</u>	<u>2,446</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>60,202</u>	<u>69,900</u>	<u>78,053</u>

4. Learning Resources

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Curricular	249,203	68,000	23,365
Information and Communication Technology	23,868	26,000	20,216
Library Resources	842	1,000	887
Employee Benefits - Salaries	2,103,169	1,480,189	1,908,022
Staff Development	1,529	22,000	3,938
	<u>2,378,611</u>	<u>1,597,189</u>	<u>1,956,428</u>

5. Administration

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Audit Fee	7,403	6,345	4,661
Board Fees	2,640	2,600	2,750
Board Expenses	4,293	4,200	5,134
Communication	723	2,300	818
Consumables	7,117	12,600	10,322
Other	19,017	18,560	19,964
Employee Benefits - Salaries	82,248	73,887	78,750
Insurance	7,949	6,000	6,858
Service Providers, Contractors and Consultancy	11,400	12,600	13,064
	<u>142,790</u>	<u>139,092</u>	<u>142,321</u>

6. Property

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Caretaking and Cleaning Consumables	16,862	15,000	17,864
Consultancy and Contract Services	30,966	38,000	30,876
Cyclical Maintenance Provision	26,247	44,380	(28,136)
Grounds	6,109	24,500	25,348
Heat, Light and Water	35,554	37,000	38,225
Repairs and Maintenance	35,276	18,223	29,403
Use of Land and Buildings	768,150	1,032,986	1,028,697
Security	4,484	7,200	5,173
Employee Benefits - Salaries	51,778	43,992	39,266
	<u>975,426</u>	<u>1,261,281</u>	<u>1,186,716</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 the land and buildings used by schools. Accordingly in 2021, the use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Cash and Cash Equivalents

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Bank Accounts	709,885	583,296	1,095,017
Cash and cash equivalents for Statement of Cash Flows	709,885	583,296	1,095,017

Of the \$709,885 Cash and Cash Equivalents, \$193,650 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.

Of the \$709,885 Cash and Cash Equivalents, \$28,345 is held by the School on behalf of the RTLB cluster. See note 16 for details of how the funding received for the cluster has been spent in the year.

8. Accounts Receivable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Receivables	3,028	3,028	3,028
Receivables from the Ministry of Education	-	-	6,913
Interest Receivable	3,944	4,000	3,147
Banking Staffing Underuse	28,275	-	-
Teacher Salaries Grant Receivable	126,630	125,000	124,181
	161,877	132,028	137,269
Receivables from Exchange Transactions	6,972	7,028	6,175
Receivables from Non-Exchange Transactions	154,905	125,000	131,094
	161,877	132,028	137,269

9. Investments

The School's investment activities are classified as follows:

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Asset			
Short-term Bank Deposits	1,750,696	1,250,000	1,115,938
Total Investments	1,750,696	1,250,000	1,115,938

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2021	\$	\$	\$	\$	\$	\$
Buildings	280,702	12,527	-	-	(11,483)	281,746
Building Improvements	64,264	140,228	-	-	(20,114)	184,378
Furniture and Equipment	112,640	10,625	-	-	(26,953)	96,312
Information and Communication Technology	77,173	-	-	-	(33,024)	44,149
Leased Assets	18,436	4,961	-	-	(12,215)	11,182
Library Resources	10,139	813	-	-	(1,550)	9,402
				-		
Balance at 31 December 2021	563,354	169,154	-	-	(105,339)	627,169

The net carrying value of equipment held under a finance lease is **\$11,182 (2020: \$18,436)**

	2021	2021	2021	2020	2020	2020
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	500,146	(218,400)	281,746	487,620	(206,918)	280,702
Building Improvements	308,480	(124,102)	184,378	168,252	(103,988)	64,264
Furniture and Equipment	502,572	(406,260)	96,312	494,654	(382,014)	112,640
Information and Communication T	335,396	(291,247)	44,149	336,904	(259,731)	77,173
Leased Assets	46,350	(35,168)	11,182	102,993	(84,557)	18,436
Library Resources	42,040	(32,638)	9,402	41,227	(31,088)	10,139
Balance at 31 December	1,734,984	(1,107,815)	627,169	1,631,650	(1,068,296)	563,354

11. Accounts Payable

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Creditors	58,161	15,000	3,828
Accruals	13,380	12,000	10,661
Banking Staffing Overuse	-	-	5,788
Employee Entitlements - Salaries	150,175	125,000	124,181
Employee Entitlements - Leave Accrual	36,792	20,000	25,626
	258,508	172,000	170,084
Payables for Exchange Transactions	258,508	172,000	170,084
	258,508	172,000	170,084

The carrying value of payables approximates their fair value.

12. Provision for Cyclical Maintenance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Provision at the Start of the Year	59,148	59,148	87,196
Increase/ (decrease) to the Provision During the Year	8,053	44,380	25,968
Use of the Provision During the Year	(13,160)	(26,432)	-
Provision at the End of the Year	54,041	77,096	113,164
Cyclical Maintenance - Current	24,357	6,189	9,885
Cyclical Maintenance - Term	47,876	70,906	49,263
	72,233	77,095	59,148

13. Painting Contract Liability

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Due within one year	18,853	18,853	18,853
Due after one year	32,065	32,065	43,818
	50,918	50,918	62,671

In 2018 the Board signed an agreement with Programmed Property Services Ltd (the contractor) for an agreed programme of work covering a seven year period. The programme provides for an exterior repaint of the Ministry owned buildings in 2019, with regular maintenance in subsequent years. The agreement has an annual commitment of \$18,853. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

14. Finance Lease Liability

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
No Later than One Year	10,598	9,902	12,197
Later than One Year and no Later than Five Years	4,376	5,001	8,955
Future Finance Charges	(1,006)	(800)	
	13,968	14,103	21,152
Represented by			
Finance lease liability - Current	9,811	9,402	12,197
Finance lease liability - Term	4,147	4,701	8,955
	13,958	14,103	21,152

15. 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.

	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
2021	\$	\$	\$	\$	\$
Admin Roof Leak Project	4,871	(4,871)	-	-	-
Block 6 ILE	(53,912)	528,608	(292,240)	-	182,456
Block 8 Acoustic Wall Covering	7,703	(7,703)	-	-	-
LSC Project	144,027	-	(147,256)	-	(3,229)
Roofing Project	163,056	37,926	(189,788)	-	11,194
Totals	265,745	553,960	(629,284)	-	190,421

Represented by:

Funds Held on Behalf of the Ministry of Education	193,650
Funds Due from the Ministry of Education	(3,229)
	190,421

	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
2020	\$	\$	\$	\$	\$
Innovative Learning Project	(27,761)	34,139	-	(6,378)	-
Toilet Upgrade	(6,012)	6,012	-	-	-
Admin Roof Leak Project	1,276	-	-	3,595	4,871
Block 6 ILE	-	-	(53,912)	-	(53,912)
Block 8 Acoustic Wall Covering	-	45,500	(37,797)	-	7,703
LSC Project	-	148,500	(4,473)	-	144,027
Roofing Project	-	250,000	(86,944)	-	163,056
Totals	(32,497)	484,151	(183,126)	(2,783)	265,745

16. Funds Held on Behalf of Cluster / Transport Network

Te Papapa School is the lead school and holds funds on behalf of the cluster, a group of schools funded by the Ministry.

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Funds Held at Beginning of the Year	26,312	26,312	5,040
Funds Received from Cluster Members	6,960	6,960	4,348
Funds Received from MoE	2,974	3,000	22,592
Total funds received	36,246	36,272	31,980
Funds Spent on Behalf of the Cluster	7,901	16,272	5,668
Funds remaining	28,345	20,000	26,312
Distribution of Funds			
Funds Held at Year End	28,345	20,000	26,312

17. Related Party Transactions

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

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

18. Remuneration

Key management personnel compensation

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

	2021 Actual \$	2020 Actual \$
<i>Board Members</i>		
Remuneration	2,640	2,750
<i>Leadership Team</i>		
Remuneration	432,876	520,840
Full-time equivalent members	3	4
Total key management personnel remuneration	435,516	523,590

There are 7 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. The Board also has Finance and Property that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	200 - 210	200 - 210
Benefits and Other Emoluments	0 - 5	0 - 5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2021 FTE Number	2020 FTE Number
100 - 110	0.00	3.00
110 - 120	2.00	0.00
	2.00	3.00

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

19. Compensation and Other Benefits Upon Leaving

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

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

20. Contingencies

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

Holidays Act Compliance – schools payroll

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

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2021, a contingent liability for the school may exist.

21. Commitments

(a) Capital Commitments

As at 31 December 2021 the Board is continuing the contract agreements for capital works commenced in prior years.

(Capital commitments at 31 December 2020: no new agreements for capital works)

(b) Operating Commitments

As at 31 December 2021 the Board has entered into the following contracts:

(a) Painting Contract;

	2021 Actual \$	2020 Actual \$
No later than One Year	18,853	18,853
Later than One Year and No Later than Five Years	56,559	75,412
	<u>75,412</u>	<u>94,265</u>

22. Financial Instruments

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

Financial assets measured at amortised cost

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash and Cash Equivalents	709,885	583,296	1,095,017
Receivables	161,877	132,028	137,269
Investments - Term Deposits	1,750,696	1,250,000	1,115,938
Total Financial assets measured at amortised cost	2,622,458	1,965,324	2,348,224

Financial liabilities measured at amortised cost

Payables	258,508	172,000	170,084
Finance Leases	13,968	14,103	21,152
Painting Contract Liability	50,918	50,918	62,671
Total Financial Liabilities Measured at Amortised Cost	323,394	237,021	253,907

23. Events After Balance Date

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

24. COVID 19 Pandemic on going implications

Impact of Covid-19

During 2021 the country moved between alert levels. During February and March 2021 Auckland was placed into alert levels 3 and 2 and other parts of the country moved into alert level 2.

Towards the end of June 2021, the Wellington region was placed into alert level 2 for one week.

Towards the end of August 2021, the entire country moved to alert level 4, with a move to alert level 3 and 2 for everyone outside the Auckland region three weeks later. While Auckland has remained in alert level 3 for a prolonged period of time the Northland and Waikato regions have also returned to alert level 3 restrictions during this period.

Impact on operations

Schools have been required to continue adapting to remote and online learning practices when physical attendance is unable to occur in alert level 4 and 3. Schools continue to receive funding from the Te Tāhuhu o te Mātauranga | Ministry to Education, even while closed.

However, the ongoing interruptions resulting from the moves in alert levels have impacted schools in various ways which potentially will negatively affect the operations and services of the school. We describe below the possible effects on the school that we have identified, resulting from the ongoing impacts of the COVID-19 alert level changes.

Increased Remote learning additional costs

Under alert levels 4 and 3 ensuring that students have the ability to undertake remote or distance learning often incurs additional costs in the supply of materials and devices to students to enable alternative methods of curriculum delivery.

25. Retrospective Statement of Errors

During 2021, the School discovered that the cyclical maintenance provision was not reflective with the cyclical maintenance plan prepared by the School's property manager in 2019.

As a result, a prior period adjustment was made with the effect of error tabled below:

Statement of Comprehensive Revenue and Expenses

	2020	Restatement	2020 (Restated)
Revenue	3,726,342	-	3,726,342
Expenses	3,477,539	(54,016)	3,423,523
Net Surplus (Deficit) for the year	248,803	(54,016)	302,819
Other Comprehensive Revenue and Expenses	-	-	-
Total Comprehensive Revenue and Expenses	248,803	(54,016)	302,819

Statement of Changes in Equity

	2020	Restatement	2020 (Restated)
Balance at 1 January 2020	2,003,789	-	2,003,789
Comprehensive Revenue & Expenses for the year ended 31 December 2021	248,803	54,016	302,819
Capital Contributions from the Ministry of Education - F & E	-	-	-
Balance as at 31 December 2020	2,252,592	54,016	2,306,608

Independent auditor's report

To the readers of the financial statements of Te Papapa School for the year ended 31 December 2021

The Auditor-General is the auditor of Te Papapa School (the School). The Auditor-General has appointed me, Andrew Steel, using the staff and resources of Moore Markhams Wellington Audit, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 19, which comprise the statement of financial position as at 31 December 2021, and the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, 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 its 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 (Public Sector PBE Standards RDR)

Our audit was completed on 1 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 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.

Emphasis of matter – Failure to meet statutory reporting deadline

Without modifying our opinion, we draw attention to the fact that the Board did not comply with section 137(1) of the Education and Training Act 2020, which requires the Board to provide its audited financial statements to the Ministry of Education by 31 May 2022.

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.

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, and pages 20 to 23 but does not include the financial statements, and our auditor's report thereon.

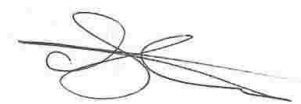
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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.



Andrew Steel | **Moore Markhams Wellington Audit**
On behalf of the Auditor-General | Wellington, New Zealand

Te Papapa School Annual Report

ANALYSIS OF VARIANCE

For year ended 31 December 2021

Curriculum Assessment:

At Te Papapa School 96% of our students are priority learners: Māori, Pasifika, English Language Learners and Learners with Special Needs, with approximately 16% of the school population being included on our Special Needs register. Our 2021 overarching strategic goals were to keep building on improved student achievement across the curriculum through the development of the following goals: To grow and sustain a culture of distributed leadership across the school for staff and students; to build and develop teacher capability and growth mindset; to develop and begin implementing a culturally relevant local curriculum; to build whānau/community relationships in learning.

This required leaders and teachers to improve their ability to measure their impact on student learning and then to make the necessary changes to improve outcomes. One major area of emphasis was on building stronger learning partnerships with whānau and the community which included the ongoing development of our learning relationship with our Tongan community through the Pasifika Innovation project, as well as the further development of our home school partnership through the Tautoru programme. Using ministry funding, through the Pasifika Innovation Funding, a start was made, following collecting whānau voice to engage the Tongan whānau through culture and dance. The intention is that this will provide a pathway to engaging them in learning.

Developing building and sustaining strong formative practice was also necessary as a basis for achieving the other strategic goals so this remained an emphasis in 2021. We focused on building this formative pedagogy on a bed of culturally responsive practice which is an essential component for the learning success of our Akōnga at Te Papapa School.

Consequently, the Professional Learning and Development (PLD) for 2021 was closely aligned to our over-arching annual strategic goals and the decision to make our targets in the curriculum areas of reading and writing was based on the previous years' data and a robust self-review at the end of 2020. As already mentioned, our major PLD continued to have a focus on Assessment for Learning, using writing as the curriculum area for the across school in-depth inquiry to take place through. Writing aligned with the Kāhui Ako achievement challenge also made the PLD highly relevant for teachers. The PLD supported a change in teacher practice through in-depth observations, practice analysis conversations and professional learning meetings. Within this focus we also inquired into our effectiveness at continuing to build literacy leadership within our school to ensure sustainability of the learning into the future.

Unfortunately, the implementation of this PLD was interrupted due to Covid and although we tried to re- start it in term 4, it was difficult due to staff and students being absent which consequently resulted in a lack of flow and rigor to the learning.

In addition to this PLD, and as a part of the Kahui Ako wide focus on developing a local curriculum, we were selected to trial the Aotearoa/New Zealand Histories curriculum. This work is being extended in 2022 as teacher and student voice identified a significant improvement in student engagement in inquiry, including literacy, and as it involved implementation through a strong Te Ao Māori lens. This also helped support the embedding of our Culturally Responsive Pedagogy.

The senior leadership team began work with the Springboard Trust in term 3 to develop a shared leadership vision and expectations, but this was also interrupted by Covid lockdowns and will hopefully be completed in 2022.

We did collect school wide data in literacy and numeracy in the middle of 2021, but again due to ongoing disruptions this wasn't possible at the end of the year. Teachers made formative assessments of student progress to inform whānau, but its accuracy was questionable as many students had not engaged in any learning at school or as a part of distance learning for over two terms. It was therefore also difficult to assess if the PLD had impacted on teacher practice and consequently student learning.

The OTJ data we collected at the end of term 2, 2021 showed that 71% of students in reading were assessed as being above, at or on track to meet curriculum expectations at the end of the year. This interim teacher judgement was made after lots of discussions and support from senior leadership team. Achievement of students in Years 1, 2 and 5 was of concern because of the high numbers of students in these year levels not on track for achieving where they needed to be at the end of the year. The students who were identified at risk of not achieving were picked up by the teachers as focus students or were put in ALL groups, although again most of these groups were unable to be implemented due to covid.

In mathematics about 70% of our students are either above, at or on track to meet expected expectations. We are concerned about some year levels who have significant numbers below expectation and some in school PLD was provided especially for new teachers held during team meetings. Problem solving pedagogy requiring strategy was introduced but on a bed of strong number knowledge. We also held a series of whānau maths workshops to help them understand how they can best help their tamariki at home.

In writing approximately 68% of students were achieving above, at and on track to meet expectations at the end of the year. It was noticed that a considerably high number of Year 2, Year 5 and Year 6 students were at risk of not achieving. We did put interventions in place to support these students when it was possible due to covid. Just as in Reading, the number of Māori and Tongan in the 'at risk' in writing is also high. The high numbers of Māori and Tongan students at risk was of concern.

Research shows the one of the crucial factors for poor achievement is clearly linked to attendance or coming late to school. We collected this data on our students and think that poor attendance was clearly a factor impacting on some students learning. Covid was undoubtedly a reason contributing to this but often there was a historical poor pattern of poor attendance. We will consequently make it one of our major focusses for improvement in 2022.

This resulted in many students missing 6 months of school, and although we did distance learning, including hard packs and online learning only a relatively small percentage of students engaged in this. We were more successful with hard packs as we delivered to homes but the online learning was difficult as only 10% of our students had access to a computer at home. They could engage in zooms via a phone, but this wasn't adequate to do learning on. Many of these students also moved out of the area during lockdown to stay with extended whānau elsewhere which also impacted on their ability to access hard copies. The staff at Te Papapa worked endlessly to problem solve ways to ensure our children had access to learning in some form.

Our Assessment for learning (AFL) PLD was based around writing. Teachers worked with a facilitator during staff meetings and team PLGs, as well as observations and feedback through practice analysis conversations. Teachers were clearly at different stages in their AFL journey which we think impacted on the successful implementing of the new learning. In class support for most teachers was ongoing to support in the implementation of AFL principles and practices. We think that the use of the PACT tool for moderation helped increase teacher content knowledge and our next step is to use the PACT information formatively in planning and in our learning programmes.

In 2021 we continued to employ a significant number of teachers who are either new to the school or are in their first two years of teaching. This required us to ensure they received strong and ongoing support over the year and involved a model of coaching and mentoring, both in and out of the classroom, which was formative and adaptive to teacher needs. This helped ensure the teachers felt supported and that their learning of the TPS pedagogy was accelerated as best we could in a difficult year as we all worked towards the same vision and embedded our school learning culture. This work will continue in 2022 as we will have six beginning teachers and three teachers new to the school.

With the leadership team focused on raising achievement for ALL students our 'priority learners' (including focus students) continued to be closely monitored and their progress closely tracked across all levels of the school. Although the majority of children at Te Papapa School are priority learners, and therefore tracked carefully, within this group we also targeted those children at risk of not achieving at their expected curriculum level. It was important that during 2021 regardless of the disruptions, the leadership team continued to take responsibility for, and make ourselves accountable for student achievement, and therefore was established strong and comprehensive self-review systems to track our success in this area. Gathering data, evaluating interventions, measuring

impact and then responding in a variety of ways to student and teacher needs was and is essential in ensuring progress for ALL students. This also included a process in place for our special needs children where we ensured all interventions were evaluated to ensure their impact was positive and that they were making significant progress against their Individual Education Plan. We do need to build on this work improve and refine and then implement it in 2022.

I continued as lead principal of Te Iti Kahurangi Kahui Ako during 2021 and ensure Te Papapa School was involved in all the Kahui Ako mahi and that this work was delivered and implemented back in our school as required. All senior leadership members have taken key roles in this work, and they have contributed significantly to their development across the Kāhui Ako.

Based on our end of year 2020 targets and our formative assessments of student learning during 2021 we have decided to keep our targets for 2022 the same.

Goal One 2022: Accelerating the achievement of all Māori boys in tuhituhi/writing from 58.3% to be achieving at or above expected curriculum levels to 70%.

Goal two 2022: Accelerating the achievement of all Pasifika students in maths (excluding those achieving well below) from 72.3% at or above curriculum expectation to 85%.

Our Positive Behaviour for Learning framework, Whānaungatanga, has continued to evolve within Te Papapa School and is evident across all contexts of the school. We have continued work in developing into a Trauma Based School model using Zones of Regulation, where PB4L and the Restorative Practice model that already sits within it will remain, but with some additional research-based interventions that are appropriate for many of our tier two and three students. Our positive relationships and partnerships with supporting agencies outside and within the education sector continued to develop as we ensured we maintained our highly inclusive and successful environment for all our students regardless of their needs. Continuing to engage with students and their whānau during lockdowns continued to be a priority although lack of devices in the home impacted on the success of this.

The KiwiSport government funding was used to support children's participation in aquatics as we had a portable pool during term four. We also funded children to participate in a variety of sports both within and outside of school time including touch, rugby, rugby league, netball and football. The remaining funding was used to purchase physical education equipment and for release time for teachers to organise and participate in interzone and interschool cluster sports activities.