

COLWILL SCHOOL (MASSEY)

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

School Directory

Ministry Number: 1254

Principal: Rob Taylor

School Address: Kintara Drive, Massey, Auckland 0614

School Postal Address: Kintara Drive, Massey, Auckland 0614

School Phone: 09 833 6081

School Email: office@colwill.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expired/ Expire
Deidra Paul	Presiding Member	Parent elected	Sep-22
Elizabeth Tafua	Parents Rep	Parent elected	Sep-22
Lisa Milner	Staff Rep	Staff Elected	Sep-22
Lutilla Kalolo	Parents Rep	Parent elected	Sep-22
NiaVal Ngaio Tali	Parents Rep	Parent elected	Sep-22
Rob Taylor	Principal	Appointed	current
Sharon Dennis	Parents Rep	Parent elected	Sep-22

Service Provider:

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

COLWILL SCHOOL (MASSEY)

Annual Report - For the year ended 31 December 2021

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Colwill School (Massey)

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.

DEIDRA PAUL
Full Name of Presiding Member

D. Paul
Signature of Presiding Member

31/05/2022
Date:

ANDREW ROBERT TAYLOR
Full Name of Principal

[Signature]
Signature of Principal

31/5/2022
Date:

Colwill School (Massey)
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue				
Government Grants	2	2,578,707	2,221,243	2,400,934
Locally Raised Funds	3	31,411	29,900	40,302
Interest Income		627	800	610
International Students	4	-	-	6,560
		<u>2,610,745</u>	<u>2,251,943</u>	<u>2,448,406</u>
Expenses				
Locally Raised Funds	3	39,671	32,300	43,266
International Students	4	-	-	690
Learning Resources	5	1,535,706	1,239,901	1,384,937
Administration	6	296,682	143,201	139,800
Finance		1,541	2,100	2,128
Property	7	582,217	841,799	734,036
Depreciation	11	67,531	65,200	69,191
Loss on Disposal of Property, Plant and Equipment		509	-	1,741
		<u>2,523,857</u>	<u>2,324,501</u>	<u>2,375,789</u>
Net Surplus / (Deficit) for the year		86,888	(72,558)	72,617
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>86,888</u></u>	<u><u>(72,558)</u></u>	<u><u>72,617</u></u>

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

Colwill School (Massey)

Statement of Financial Position

As at 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Assets				
Cash and Cash Equivalents	8	786,364	244,515	249,553
Accounts Receivable	9	114,562	109,340	109,340
Prepayments		14,188	1,866	1,866
Investments	10	50,000	-	-
		965,114	355,721	360,759
Current Liabilities				
GST Payable		15,613	1,980	1,980
Accounts Payable	12	219,788	127,140	124,819
Revenue Received in Advance	13	128,560	-	-
Finance Lease Liability	15	10,001	10,928	10,928
Funds held for Capital Works Projects	16	71,687	71,363	71,362
		445,649	211,411	209,089
Working Capital Surplus/(Deficit)		519,465	144,310	151,670
Non-current Assets				
Property, Plant and Equipment	11	203,857	196,945	262,145
		203,857	196,945	262,145
Non-current Liabilities				
Provision for Cyclical Maintenance	14	15,796	14,040	14,040
Finance Lease Liability	15	2,634	10,266	10,266
		18,430	24,306	24,306
Net Assets		704,892	316,949	389,508
Equity		704,892	316,949	389,508

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

Colwill School (Massey)

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Equity at 1 January		389,508	389,507	316,891
Total comprehensive revenue and expense for the year		86,888	(72,558)	72,617
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		228,496	-	-
Equity at 31 December		704,892	316,949	389,508
Retained Earnings		704,892	316,949	389,508
Equity at 31 December		704,892	316,949	389,508

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.

Colwill School (Massey)

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		699,567	652,141	643,133
Locally Raised Funds		159,971	30,021	40,423
International Students		-	-	6,560
Goods and Services Tax (net)		13,633	11,162	9,162
Payments to Employees		(296,904)	(346,835)	(313,993)
Payments to Suppliers		(198,993)	(302,425)	(271,891)
Interest Paid		(1,541)	(2,100)	(2,128)
Interest Received		569	800	610
Net cash from/(to) Operating Activities		376,302	42,764	111,876
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(9,314)	(6,814)	(7,114)
Purchase of Investments		(50,000)	-	
Net cash from/(to) Investing Activities		(59,314)	(6,814)	(7,114)
Cash flows from Financing Activities				
Furniture and Equipment Grant		228,496	-	
Finance Lease Payments		(8,998)	(7,744)	(10,639)
Funds Administered on Behalf of Third Parties		325	75,986	75,985
Net cash from/(to) Financing Activities		219,823	68,242	65,346
Net increase/(decrease) in cash and cash equivalents		536,811	104,192	170,108
Cash and cash equivalents at the beginning of the year	8	249,553	140,323	79,445
Cash and cash equivalents at the end of the year	8	786,364	244,515	249,553

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.

Colwill School (Massey)

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

a) Reporting Entity

Colwill School (Massey) (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 14.

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Finance Lease Payments

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

e) Cash and Cash Equivalents

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

f) Accounts Receivable

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

g) 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	40 years
Furniture and equipment	10 years
Information and communication technology	4 years
Leased assets held under a Finance Lease	3-5 years
Library resources	12.5% Diminishing value

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.

l) Revenue Received in Advance

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

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) 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.

p) 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.

q) Budget Figures

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

r) 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	500,658	496,843	471,293
Teachers' Salaries Grants	1,326,887	978,201	1,170,755
Use of Land and Buildings Grants	413,557	645,699	572,107
Other MoE Grants	337,605	100,500	186,779
	<u>2,578,707</u>	<u>2,221,243</u>	<u>2,400,934</u>

The school has opted in to the donations scheme for this year. Total amount received was \$30,900.

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	339	500	1,590
Fees for Extra Curricular Activities	37	3,000	1,240
Trading	11,386	15,000	15,361
Fundraising & Community Grants	19,179	10,400	21,488
Other Revenue	470	1,000	623
	<u>31,411</u>	<u>29,900</u>	<u>40,302</u>
Expenses			
Extra Curricular Activities Costs	7,111	15,000	5,771
Trading	15,589	15,800	16,881
Fundraising and Community Grant Costs	-	-	100
Other Locally Raised Funds Expenditure	16,971	1,500	20,514
	<u>39,671</u>	<u>32,300</u>	<u>43,266</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>(8,260)</u>	<u>(2,400)</u>	<u>(2,964)</u>

4. International Student Revenue and Expenses

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	Number	Number	Number
International Student Roll	0	0	2
Revenue			
International Student Fees	-	-	6,560
Expenses			
Other Expenses	-	-	690
	<u>-</u>	<u>-</u>	<u>690</u>
<i>Surplus/ (Deficit) for the year International Students</i>	<u>-</u>	<u>-</u>	<u>5,870</u>

5. Learning Resources

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Curricular	30,136	31,950	17,182
Equipment Repairs	2,883	2,000	981
Library Resources	647	1,150	899
Employee Benefits - Salaries	1,486,934	1,184,951	1,354,609
Staff Development	15,106	19,850	11,266
	<u>1,535,706</u>	<u>1,239,901</u>	<u>1,384,937</u>

6. Administration

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Audit Fee	8,010	6,200	6,340
Board Fees	2,615	3,000	3,315
Board Expenses	1,836	2,100	670
Healthy Lunch Programme	153,635	-	-
Communication	4,379	4,850	4,388
Consumables	10,056	8,500	7,377
Other	18,906	23,700	19,587
Employee Benefits - Salaries	83,889	78,500	83,323
Insurance	2,266	2,751	2,302
Service Providers, Contractors and Consultancy	11,090	13,600	12,498
	<u>296,682</u>	<u>143,201</u>	<u>139,800</u>

7. Property

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	45,552	50,500	45,086
Cyclical Maintenance Provision	2,689	2,500	1,754
Grounds	8,510	20,000	14,062
Heat, Light and Water	26,038	38,000	27,446
Rates	134	100	-
Repairs and Maintenance	27,126	27,000	28,282
Use of Land and Buildings	413,557	645,699	572,107
Security	7,149	6,000	8,068
Employee Benefits - Salaries	51,462	52,000	37,231
	<u>582,217</u>	<u>841,799</u>	<u>734,036</u>

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

8. Cash and Cash Equivalents

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
Bank Accounts	\$ 786,364	\$ 244,515	\$ 249,553
Cash and cash equivalents for Statement of Cash Flows	<u>786,364</u>	<u>244,515</u>	<u>249,553</u>

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

9. Accounts Receivable

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
Interest Receivable	\$ 58	\$ -	\$ -
Banking Staffing Underuse	-	14,939	14,939
Teacher Salaries Grant Receivable	114,504	94,401	94,401
	<u>114,562</u>	<u>109,340</u>	<u>109,340</u>
Receivables from Exchange Transactions	58	-	-
Receivables from Non-Exchange Transactions	114,504	109,340	109,340
	<u>114,562</u>	<u>109,340</u>	<u>109,340</u>

10. Investments

The School's investment activities are classified as follows:

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
Current Asset	\$	\$	\$
Short-term Bank Deposits	50,000	-	-
Total Investments	<u>50,000</u>	<u>-</u>	<u>-</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2021	\$	\$	\$	\$	\$	\$
Building Improvements	94,573	-	-	-	(2,826)	91,747
Furniture and Equipment	100,737	477	-	-	(29,776)	71,438
Information and Communication Technology	41,615	6,367	-	-	(23,186)	24,796
Leased Assets	18,935	2,679	-	-	(10,992)	10,622
Library Resources	6,285	229	(509)	-	(751)	5,254
Balance at 31 December 2021	<u>262,145</u>	<u>9,752</u>	<u>(509)</u>	<u>-</u>	<u>(67,531)</u>	<u>203,857</u>

The net carrying value of equipment held under a finance lease is \$10,622 (2020 : \$18,935)

	2021	2021	2021	2020	2020	2020
	Cost or	Accumulated	Net Book	Cost or	Accumulated	Net Book
	Valuation	Depreciation	Value	Valuation	Depreciation	Value
	\$	\$	\$	\$	\$	\$
Building Improvements	126,254	(34,507)	91,747	126,254	(31,681)	94,573
Furniture and Equipment	442,866	(371,428)	71,438	442,389	(341,652)	100,737
Information and Communication Technology	203,489	(178,693)	24,796	197,122	(155,507)	41,615
Leased Assets	37,679	(27,057)	10,622	37,240	(18,305)	18,935
Library Resources	54,468	(49,214)	5,254	59,015	(52,731)	6,285
Balance at 31 December	864,756	(660,899)	203,857	862,020	(599,876)	262,145

12. Accounts Payable

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	94,162	13,714	11,393
Accruals	7,680	14,077	14,077
Employee Entitlements - Salaries	114,504	94,401	94,401
Employee Entitlements - Leave Accrual	3,442	4,948	4,948
	<u>219,788</u>	<u>127,140</u>	<u>124,819</u>
Payables for Exchange Transactions	219,788	127,140	124,819
	<u>219,788</u>	<u>127,140</u>	<u>124,819</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Other revenue in Advance	128,560	-	-
	<u>128,560</u>	<u>-</u>	<u>-</u>

14. Provision for Cyclical Maintenance

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	14,040	14,040	12,286
Increase/ (decrease) to the Provision During the Year	2,689	-	1,754
Use of the Provision During the Year	(933)	-	-
Provision at the End of the Year	<u>15,796</u>	<u>14,040</u>	<u>14,040</u>
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Term	15,796	14,040	14,040
	<u>15,796</u>	<u>14,040</u>	<u>14,040</u>

15. Finance Lease Liability

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
No Later than One Year	10,677	10,928	8,788
Later than One Year and no Later than Five Years	2,793	14,040	12,861
Later than Five Years	-	-	-
Future Finance Charges	(835)	-	(455)
	<u>12,635</u>	<u>24,968</u>	<u>21,194</u>
Represented by			
Finance lease liability - Current	10,001	10,928	10,928
Finance lease liability - Term	2,634	14,040	10,266
	<u>12,635</u>	<u>24,968</u>	<u>21,194</u>

16. Funds Held for Capital Works Projects

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

	2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Water Damage	<i>completed</i>	1,535	-	(1,535)	-	-
Replace Spouting	<i>in progress</i>	1,552	-	-	-	1,552
Hall Refurbishment	<i>in progress</i>	23,964	255,917	(208,205)	-	71,676
Doors/underfloor insulation	<i>in progress</i>	26,100	-	(26,220)	-	(120)
LSC Office	<i>in progress</i>	18,211	-	(19,632)	-	(1,421)
Totals		<u>71,362</u>	<u>255,917</u>	<u>(255,592)</u>	<u>-</u>	<u>71,687</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	73,228
Funds Due from the Ministry of Education	(1,541)
	<u>71,687</u>

	2020	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Room 11	<i>completed</i>	(4,545)	-	-	4,545	-
Water Damage	<i>in progress</i>	1,535	-	-	-	1,535
Electrical Upgrade	<i>completed</i>	(1,613)	-	-	1,613	-
Replace Spouting	<i>in progress</i>	-	7,601	(6,049)	-	1,552
Hall Refurbishment	<i>in progress</i>	-	31,989	(8,025)	-	23,964
Doors/underfloor insulation	<i>in progress</i>	-	26,100	-	-	26,100
LSC Office	<i>in progress</i>	-	54,775	(36,563)	-	18,211
Totals		<u>(4,623)</u>	<u>120,465</u>	<u>(50,637)</u>	<u>6,158</u>	<u>71,362</u>

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.

Elizabeth Whitehouse is the Assistant Principal at Colwill School. During the year the School employed her Long Life Partner Sasi Faumuina as Caretaker. Sasi is paid the wages as per the Property Contract award.

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	2,615	3,315
<i>Leadership Team</i>		
Remuneration	261,228	248,488
Full-time equivalent members	2	2
Total key management personnel remuneration	263,843	251,803

There are 6 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140-150	140-150
Benefits and Other Emoluments	-	-
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2021 FTE Number	2020 FTE Number
100-110	-	1.00
110-120	1.00	-
	1.00	1.00

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 has entered into any contract agreements for capital works as follows:

\$244,322 contract for Block 5 Hall Refurbishment to be completed in 2022, which will be fully funded by the Ministry of Education. \$287,906 has been received of which \$216,230 has been spent on the project to date.

(Capital commitments at 31 December 2020: nil)

(b) Operating Commitments

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

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	786,364	244,515	249,553
Receivables	114,562	109,340	109,340
Investments - Term Deposits	50,000	-	-
Total Financial assets measured at amortised cost	<u>950,926</u>	<u>353,855</u>	<u>358,893</u>

Financial liabilities measured at amortised cost

Payables	219,788	127,140	124,819
Finance Leases	12,635	21,194	21,194
Total Financial Liabilities Measured at Amortised Cost	<u>232,423</u>	<u>148,334</u>	<u>146,013</u>

23. Events After Balance Date

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

24. Comparatives

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

RSM Hayes Audit

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Newmarket, Auckland 1149
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Newmarket, Auckland 1023

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www.rsmnz.co.nz

Independent Auditor's Report

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

The Auditor-General is the auditor of Colwill School (the School). The Auditor-General has appointed me, Brendon Foy, using the staff and resources of RSM Hayes Audit, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 18, that comprise the statement of financial position as at 31 December 2021, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

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

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

Basis of opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

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

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

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

Independence

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

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

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

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

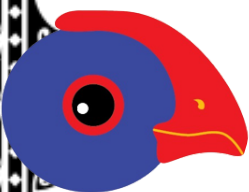


LEARN TO LIVE

2022 – 2024

School Charter, Strategic and Annual Plan For

Colwill School Massey



Principals' endorsement:

Board of Trustees' endorsement:

Submission Date to Ministry of Education:

Colwill School Massey 2022-2024 Introductory Section & Strategic Intentions

Mission Statement

'Learn to live'

Vision

Be Kind, Be Caring, Be Careful.

Values

Trust, Caring, Respect, Honesty, Adventure, Family, Responsibility, Understanding, Enthusiasm, Fun, Success, Learning.

Principals

- | | |
|---------------------------------|---|
| 1. We set goals. | 2. We are not afraid to try new things. |
| 3. We take risks in learning. | 4. We never give up. |
| 5. We achieve things we desire. | 6. We try our best in everything. |
| 7. We take on challenges. | 8. We take responsibility. |

Who we are

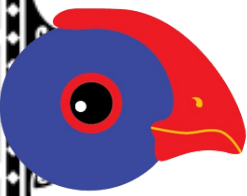
Colwill School Massey is a state owned, full primary school with eight variable spaced or semi-open plan rooms and nine separate rooms. Our current roll is approximately 223 students aged 5-13 years (New Entrants to Year 8). We are a multi-cultural school having students from diverse cultural backgrounds. We cater for our International students (maximum 10%) through an English Support class and mainstream programmes

In 1979 the Foundation School Committee had the task of choosing a name for the school. Parents voted for the name Colwill after John Henry Colwill who owned a large block of land in the area. In 1920 he subdivided the Colwill Road area into two- and five-acre blocks where the owner's developed orchards and cropping, often on a part-time basis.

The founding Principal, Ian Gray, chose the School Motto. Foundation pupils who observed the birds in the swamp that is now the school playground chose the crest of a white-faced heron. In winter when swampy conditions return the birds are still seen feeding on the field.

Description of Colwill School Massey

In 2012 the school's name was changed to Colwill School Massey to better identify its location and the Heron was replaced as school mascot by Manaaki, the cheeky Pukeko. The Pukeko is another local bird frequenting both school grounds and surrounding area and the name Manaaki was given by the students as it clearly identified what Colwill was about, meaning to support, take care of, give hospitality to cherish. Changes in the community both ethnically and socio-economically saw a change in direction for Colwill with a greater emphasis on Community engagement and a fun learning environment. Serving a school community of more than 40 different ethnicities has seen the establishment, at the beginning of 2013, of The Colwill Community Hub in the de-commissioned Dental Clinic which offers support to the parents of the children attending The Colwill Learning Hub that is Colwill School Massey.



Introductory Section & Strategic Intentions (continued)

Inclusiveness

(Special needs & gifted and talented students)

Colwill is an inclusive school and welcomes children of all abilities. Students with super-powers including those with different needs are encouraged and appreciated at Colwill and all their powers will be developed to their fullest capabilities.

The gifted and talented are encouraged to stretch themselves and take on new challenges.

All students are supported to learn lots and give everything a go!

New Zealand Cultural Diversity:

All cultures within the school will be valued and accepted through active encouragement of a non-racist school culture and ethos. Staff and students ensure that students from all cultures are treated with respect and dignity and will actively work towards high standards of achievements irrespective of their cultural backgrounds.

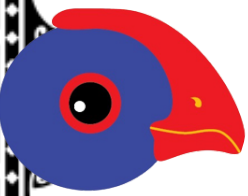
Māori dimensions and Cultural Diversity

The unique position of the Māori Culture:

Colwill School Massey will endeavour to develop an awareness of Te Mana Aotearoa and provide the means of fostering better cultural understanding with the Treaty of Waitangi.

The Colwill School International Cultural Diversity:

Colwill School Massey is a truly multi-cultural environment with approximately 40 ethnic groups currently represented. This diversity is respected and treasured and will form the basis of all aspects of school development.



Introductory Section & Strategic Intentions (continued)

We continue to develop policies and practices that reflect New Zealand's cultural diversity and the unique position of Māori culture. We meet this aim by involving parents/whanau of Māori students in identifying important learning needs for their students and by encouraging their interest and support for their children's educational progress and achievement. Whanau are also encouraged to be involved in the development of the school's strategic planning processes.

We aim to reflect the cultural diversity of the school while acknowledging and respecting the uniqueness of each culture and the importance to each person and whanau of knowing and showing their own cultural identity.

The following steps will continue to be taken to incorporate Tikanga Māori into the school curriculum:

- The Colwill School Massey Kapa Haka/Pasifika group will perform publicly throughout the year. The group will have representatives from all age groups across the school
- There will be fundraising events to support the Kapa Haka group to travel and perform
- Ka Hikitia and Tatiako will be used as a guiding document for staff in their planning and curriculum design. There will be staff development in Ka Hikitia, Tātaiako (Cultural Competencies for Teachers of Māori Learners) and Te Reo.
- A diverse range of cultural groups will be operating and performing across the school on a regular basis.

Māori dimensions and Cultural Diversity (continued)

The school will consider the provision of Te Reo Maori for full time students by:

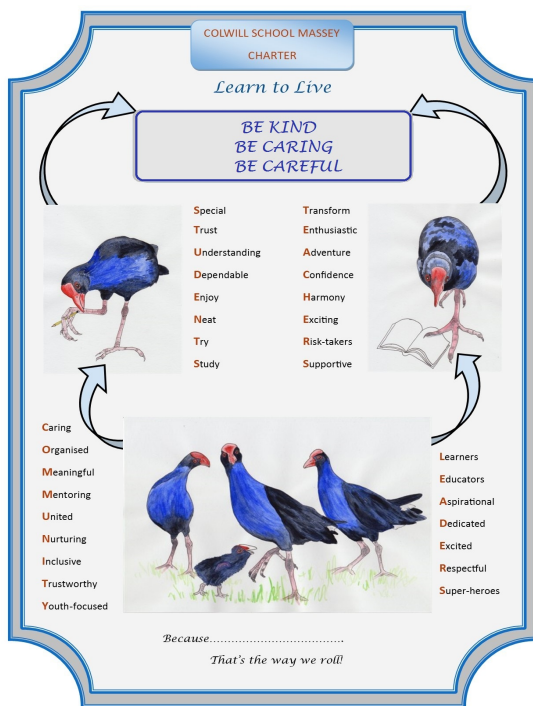
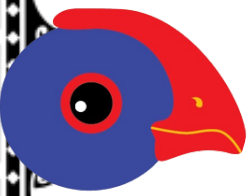
- Fully considering any requests depending on personnel skills and qualifications at the time of the request, the overall school financial position of the school and the availability of accommodation within the school
- Informing parents of alternative Te Reo Māori providers in the local area if appropriate

The school takes steps to consult with the Māori community by:

- Engaging in regular consultation via school-based Hui, Fono and surveys, through the website, the newsletter, the Hub and through Facebook.

Colwill School plans to continue fostering and building strong community partnerships with all Māori and Pasifika groups. This will be done through the continuation of the Reading Together Programme as the Best Evidence Synthesis (BES) cites that one of the most successful interventions for increasing student reading levels for at risk Māori and Pasifika students is through the development of a strong home – school partnerships and the homework club which aids all our ESOL students. A suitable Kaumatua for Colwill School has been identified and police vetted, he also supports the school's Kapa Haka group which will include some students from the junior classes.

The continuation of kilikiti evenings and Fiafia evenings to help engage our Pasifika community for fun and the gradual introduction of engagement for learning with our Pasifika community through our local Pasifika pre-school manager (Leataata preschool). Laine Leata Tipi from the Leataata ECE has agreed to work with the school to support our



STUDENTS

Special - students who are individuals with individual need

Trust - students trusting their school, teachers and each other.

Understanding - students knowing and understanding what is expected of them.

Dependable - students who can be relied on to 'do the right thing'.

Enjoy- students who are willing to give it a go and are not afraid to have fun.

Neat - students who are cool, proud of their school and wear their uniform with pride.

Try- students who always give it a go even when the way looks difficult.

Study - students who want to learn and be the best that they can be.

TEACHERS

Transform - Turns learners into critical thinkers and lessons into fun.

Enthusiastic - Whose students to love to learn and learn to live.

Adventure - Educators able to make learning an adventure and who enjoy the ride.

Confidence - Are confident in themselves and the support they have behind them.

Harmony - Able to maintain good relationships in both classroom and staff-room.

Exciting - Not afraid to turn the classroom into a wonderland for kids of all ages.

Risk-takers - Able to step outside their comfort zone and take a leap into the unknown.

Supportive - Willing to support students and staff on their journey through life.

LEADERS

Learners – Working as a team, willing to learn and improve.

Educators - Leaders who are committed to educating all in supportive ways

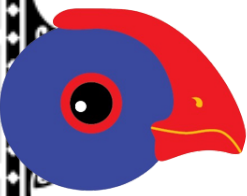
Aspirational - Having high expectations of themselves as well as colleagues and students. Achievement.

Dedicated - To school, colleagues, students and excellence, a desire to succeed.

Excited - Enthusiastic and eager to share knowledge with other lifelong learners.

Respectful - and resolved to encourage respect in others.

Super-heroes - Can be the 'go-to' person for staff, students, whanau and community.



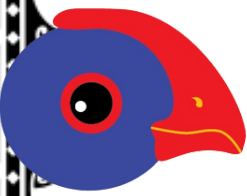
Baseline Data or School Context

Student's Learning	See Analysis of Variance Maths, Reading and Writing 2021
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Student Engagement	eTap data across the 2021 school year. <ul style="list-style-type: none">• Regular attendance total =• Lateness =• Student Voice = Year 8 feedback. Year 8 students requested more practical science, music, art and PE.
---------------------------	--

School Organisation and Structures	<ul style="list-style-type: none">• Board of Trustees and Board Policies• Whanau• CEO/Principal and school procedures• Family• Assistant Principal• Team Leaders• Religious Leaders• Teachers• Friends• Support staff <p>STUDENTS (our lifelong learners)</p> <p>COMMUNITY</p>
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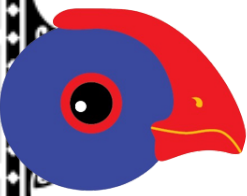
Review of Charter and Consultation	<p>The Charter is reviewed and updated with the Board of Trustees consulting on an annual basis with our community.</p> <p>A Hui is held in February each year (COVID dependant) to take advantage of the good weather for our Māori Whanau and a Fono takes place in February/March for our Pasifika families. Feedback is encouraged through the Colwill Facebook page, the Colwill website, and the Colwill Community Hub. Information is circulated regularly via newsletters, Facebook, School loop and the Colwill School Website (Covid dependant)</p>
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Analysis of Variance – Strategic Aims for 2022

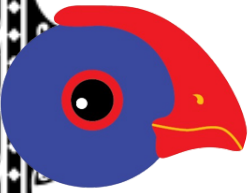
Strategic Aims	We Said We Would	Outcomes
<p>Student Learning & Engagement Raising Student Achievement.</p>	<p>Leaders’ classroom walk-throughs as identified in PPA.</p> <p>Team Leaders PD</p> <p>Teaching Staff PD</p>	<p>Walkthroughs, Principal and AP x 2 Learning Support Coordinator (LSC) regular classroom contact</p> <ul style="list-style-type: none"> - SENCO Check and Connect, LSC, Social worker in schools,- Supporting special education needs and student engagement <p>LSC-working in every class weekly</p> <p>Appraisal Connect-Managing staff performance-ongoing</p> <p>Provide feedback to Principal, AP, and Management team</p> <p>Technology now at Rangeview Intermediate. Supports students transitioning to high school.</p>
	<p>Assisted learning for students with different abilities and/or requirements</p>	<p>Re-introduction of PB4L for new staff, RTLB and support for students with behavioural difficulties. Alternatives such as classroom-based T/As to assist with inclusion.</p> <p>Withdrawal space available for short periods to refocus.</p> <p>Still exploring options for intimate space for attachment disorder class.</p>
	<p>Transitioning to High school</p>	<p>‘Transition from Year 8 to Year 9 involves consultation between Colwill School and the students future High School. Our school meets with the High Schools SENCO and LSC to share information to help the students transition from one school to another e.g., academic levels, social interactions, behavioural concerns, gifted and talented, extra-curricular activities, family dynamics, peer friendships, health concerns/sight or hearing or other agencies involved etc. This information is then passed on to inform the students' teachers and directs the students’ placement at High School.</p>

ONE



Analysis of Variance – Strategic Aims for 2022 (continued)

Strategic Aims	We Said We Would	Outcomes
TWO	<p>Property</p> <p>On track to commence build 2022- To open stage 1 of 2 in 2023</p>	<p>Reading Recovery Satellite building complete MOE lease approved for 2 years.</p> <p>Hall refurbishment to be completed in 2022</p> <p>Pool upgrade. Pump and solar heating repair and pop surfaces-to be completed in 2022</p> <p>School rebuild commencing 2022 with planned completion late 2023</p> <p>Mitre 10 playground install. We were one of three schools in New Zealand to win a brand-new playground for our students from Mitre 10. They are working with us on install and are documenting the process for media. Planned completion 2022.</p>
THREE	<p>Community of Learning</p> <p>Community of Learning - Kahui Ako continues</p> <p>Schools are:</p> <ul style="list-style-type: none"> • Massey Primary • Colwill School Massey • West Harbour • Lincoln Heights • Royal Road • Westbridge • Don Buck Primary 	<p>The formation of the Kahui Ako has been achieved. Achievement challenges have now been developed. Across school leads and in-school leads have been appointed. Tiriwa talks have been established to share expertise and ideas across the Kahui</p> <p>All the Principals in the Kahui Ako update their Boards on progress.</p> <p>Across School Leads and In school Leads have presented to Principals and key members in COL their finding of inquiries over the past 2 years. This was interrupted due to COVID end of 2021 and beginning of 2022 ongoing.</p>



Strategic Section 2022

Strategic Aims 2022-2024	Who	Core Strategies for Achieving Goals	When	Mid-year Review	End of year Review
<p>ONE</p> <p>Inclusive Practice</p> <p>Whole school culture and commitment which underpins the actions and initiatives to promote presence, participation, engagement, progress, and achievement of all students with a focus on Māori and Pasifika students and students with special education needs</p>	<p>Whole School</p>	<p>Students with special education needs are valued.</p> <ul style="list-style-type: none"> • School systems and actions are designed to support Māori and Pasifika students and students with special education needs. • Services and support for students with special education needs are coordinated to meet their needs. • Staff PD • Students and families are inducted into the school so that they feel welcome and confident that their needs will be met. • Students’ needs, strengths and interests are identified and documented in high quality IEPs 	<p>Term 1 2022 - Ongoing</p>		

Continued...

Strategic Section 2022 (Continued)

Strategic Aims 2022-2024	Who	Core Strategies for Achieving Goals	When	Mid-year Review	End of year Review
<p>PB4L</p> <p>Ongoing</p> <p>Restorative Professional Development ongoing</p>	<p>Whole School</p>	<p>School Dojo being trialled as reward system in the junior school. Good uptake of parents.</p> <ul style="list-style-type: none"> • The school develops a constructive partnership with families to support the ongoing inclusion of students with special education and behavioural needs. • Class teaching supports the participation and engagement of students with special education and behavioural needs. • Students with special education needs are included outside the classroom. • Responsibility for supporting students with special education needs is well understood and its effectiveness monitored. • Students with special education needs progress and achieve. • SENCO Check and Connect, LSC, Social worker in schools- Supporting special education needs and student engagement. • Students with special education needs feel safe and valued as part of their peer group. • ERO checklist for basis of inquiry. <p>http://www.ero.govt.nz/publications/inclusive-practices-for-students-with-special-education-needs-in-schools/appendix-3-evaluation-indicators-including-students-with-special-education-needs/</p> <p>IWS & HCN affording access to PD for all staff working with these students around students exhibiting behaviour resulting from trauma. Learning will transfer to whole staff.</p>	<p>Term 1 2022 - Ongoing</p>		

ONE (Continued)

Continued...

Strategic Section 2022 (Continued)

Strategic Aims 2022-2024	Who	Core Strategies for Achieving Goals	When	Mid-year Review	End of year Review
<p>Bicultural Competence</p> <p>Recognising the importance of understanding and accepting the values of two traditions within bicultural Aotearoa New Zealand, which links directly to the partnership agreement of the Treaty of Waitangi.</p>	<p>Led by: Principal and Professional Staff</p>	<p>Guided by Hutu: to allow the Leadership team to assess how culturally responsive our school is for Māori and identify priorities for development.</p> <p>Staff will have:</p> <ul style="list-style-type: none"> • a good understanding of <i>Ka Hikitia</i> • increased cultural responsiveness to Māori students, parents, whānau and local community • increased awareness and understanding of their accountability for strengthening Māori student achievement 	<p>Term 1 2022 – Until our Maori students are succeeding in our school and are confident in their identity and are achieving equitable results</p>		
<p>Integrating Kaupapa Māori into a classroom assists to validate the cultural roots and identity of Māori learners. It also fosters understanding of cultural and national identity for all learners.</p>	<p>Principal and Staff</p>	<p>Professional development lead by Rhiannon in Te Reo for all teaching staff and support staff.</p> <ul style="list-style-type: none"> • increased knowledge, understanding and use of school, regional and national achievement data to strengthen Māori student achievement. • Māori students will have: • strengthened progress and achievement through productive partnerships • strengthened identity, language and culture • education success as Māori. 			

TWO

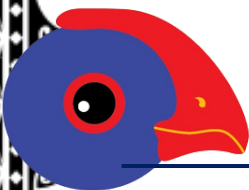
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Strategic Section 2022 (Continued)

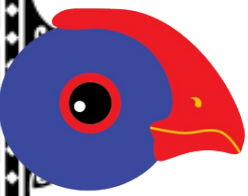
Strategic Aims 2022-2024	Who	Core Strategies for Achieving Goals	When	Mid-year Review	End of year Review
<p>Curriculum and Assessment</p> <p>Focus on The Arts: Visual Arts, Dance, Drama, Science, Health, P.E</p> <p>Encouraging individual Culture</p>	<p>THREE</p> <p>All Teachers and Teacher Aides</p>	<p>Working with Kahui Ako with MOE support to develop CoL-wide assessment strategies for all schools within the CoL. (PACT)</p> <p>Focus on Dialogic Pedagogy where students and Teachers express and listen to multiple voices and points of view, and create respectful and equitable classroom relations across all essential learning areas.</p> <p>Focus on digital technology</p> <p>Supporting Mother-Tongue</p> <p>Staff PD – provided by Principal, in house Te Reo</p> <ul style="list-style-type: none"> • Activate, House of Science, ALL, Writers Toolbox, DMIC, Maths No problem and a PB4L refresh <p>Focus 2021 Science and craft (links to technology and visual arts)</p> <p>Visual Arts -Art show</p> <ul style="list-style-type: none"> • Reading Recovery 	<p>Term 1 2022 - Ongoing</p>		

Continued...

Strategic Section 2022 (Continued)



Strategic Aims 2022-2024	Who	Core Strategies for Achieving Goals	When	Mid-year Review	End of year Review
Governance and Stewardship	Board of Trustees	<ul style="list-style-type: none"> • Board elections 2022 • Board and prospective board members made aware of their responsibilities before election • Engage with policy revision schedule (see attached from School Docs) • Planned trainings • Read documentation to make informed decisions 	Ongoing		
Leadership		<ul style="list-style-type: none"> • Strategically build effective working relationships • Build professional capacity • Training around relationships (T.O.D) day • Reformatting strategic plan for 2023 (using Internal evaluation indicators ERO 2016) • Conflict is quickly and effectively solved • Provide access to developmental opportunities for staff (PD) • Routines in place 	Ongoing		
Annual School Improvement Plan		<ul style="list-style-type: none"> • Still supporting and encouraging superheroes in both students and staff, preparing our Seniors for High School. • Ensuring the building issues are dealt with in a timely manner, students and staff shouldn't have to work in damp mouldy conditions. • In view of the positive response thus far the school will continue in the 'restructure' mode until the students, staff and buildings are all safe, secure and performing optimally with minimal stress and maximum satisfaction as outlined in the strategic plan for the coming years. • Continued focus on Wellbeing for both Students and Staff • Colwill continues to work with the community of Learning to further support both Staff and Students on their learning journey through the Primary years, establishing the CoL now moves into the organisational phase. 			



Improvement Plan: Writing

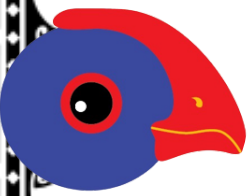
Strategic Goals: All students are able to access *The New Zealand Curriculum* as evidenced by achievement in relation to National Standards.

NB: Data for 2021 is based on teacher's overall teacher judgements using first assessments, in class observations and work in books that was completed as Auckland has been in lockdown since August 2021. We have had very limited engagement from our students online so hardpacks were made and end of year assessments were unable to be completed. Attendance obviously was affected and therefore achievement was affected.

Annual Goal: To increase the number of students making accelerated progress.

Annual Targets:

- By the end of 2022 Maori students below the expected level in 2021 will have made more than one year's progress.
 - By the end of 2022 Pacific Island students below the expected level in 2021 will have made more than one year's progress.
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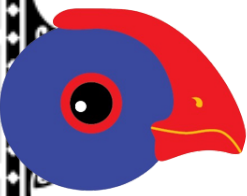


Baseline Data - Writing

Writing (Whole School) 2018-2021	Well Below	Below (Working Towards)	At	Above
2021		57%	43%	
2020		43%	51.5%	5.5%
2019		50.9%	43.4%	5.8%
2018	10.6%	30.1%	56%	3.2%

Writing Maori Students	Well Below	Below (Working Towards)	At	Above
2021		70%	30%	
2020		54%	42%	4%
2019		53%	43%	4%
2016	16.4%	44.3%	32.7%	7.3%
2015	17%	31.9%	40.4%	10.6%

Writing Pasifika Students	Well Below	Below (Working Towards)	At	Above
2021		57%	43%	
2020		43%	53%	4%
2019		54.9%	41.9%	3.2%
2018		57.6%	38.4%	4%
2017	8.9%	33.7%	54.5%	3%
2016	17.6%	38.2%	41.1%	2%
2015	16.1%	33.3%	43.7%	6.9%



Improvement Plan: Writing (continued)

Teachers' reflection on writing samples showed students in these groups wrote better in contexts that were meaningful for them. This indicates the importance of prior knowledge, making connections and student engagement with the material.

Also vocabulary knowledge and application, grammar and punctuation, and difficulties of construction at sentence level, the ability to transfer learning from one genre to the next was also identified.

Years 0-3 Phonics was a big focus and needs to continue as one along with oral language to voice ideas before writing.

Switch onto Spelling -Joy Allcock

Better Start Literacy-one trained teacher and one training

The groups of Māori students below the expected levels at the end of the year will have made more than one year's progress

The groups of Pacific Island students below the expected levels at the end of the year will have made more than one year's progress.

Key Improvement Strategies: Writing

Writing programme introduced for years 1-8. "Writers Toolbox"

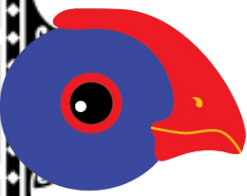
ALL (Accelerated Literacy Learning) Tier 1- inquiry through ALL teachers within own classrooms and via team meetings, specifically target students identified.

Professional development in ALL

After School Study Centre: targeting below and well below students

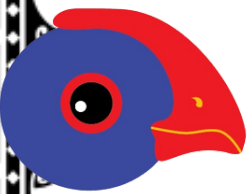
Reading Together: targeting below and well below students Māori and Pasifika and their whanau/ families

When	What	Who	Indicators of progress
Begins Term 1	Teachers identify which students need priority support-targeted instruction to accelerate progress Align priority ALL students with target students.	Principal, SMT, team leaders	Priority list developed
Ongoing Throughout the year	Weekly curriculum meetings to monitor and discuss progress of target students.	Literacy Leader and Team leader	Meetings are ongoing with appropriate gains in achievement levels.
Term 1/2	Student voice and in particular Y4 and Y5 Māori/Pasifika voice considered in writing topics language experiences. Professional development through Write that essay	Classroom Teachers	Student voice is strongly represented in teaching and learning



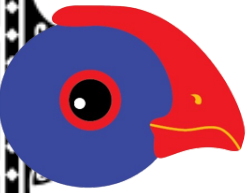
Key Improvement Strategies: Writing (continued)

When	What	Who	Indicators of progress
Term 1/3	Moderation process further refined	Curriculum leaders	Greater consistency evident due to moderation process
Term 1/3	<p>Work with parents and whanau around ways to support students' learning so that parents are more confident in helping their children in communicating with teachers, and teachers gain a better understanding of their students and use this knowledge to personalise their teaching programmes</p> <p>Share with parent's assessment data and ways they can support their children</p>	Principal, classroom teachers	
End of Year	Analyse and reflect in the year end data to inform progress and planning for following year	Principal, SMT, Team leaders	Parents, family, whanau are more confident in supporting student progress.
Monitoring	<p>Schoolwide:</p> <p>Formative assessment eg: observations, work books, modelling books.</p> <p>AsTTLe Writing</p> <p>Writing vocabulary / Hearing and recording sounds (observation survey) Year 0-3</p>	Teachers Team Leaders Principal	
Term 2/3	Analyse (and report to BOT) mid-year data to monitor progress and inform practice for terms 3 and 4		
Term 4	Analyse (and report to BOT) year-end data to inform progress and planning for the following year		
Resourcing	<p>ALL Project – MOE</p> <p>Phonics programme years 0-3</p> <p>Writing Programme "Writers Toolbox"</p> <p>Switch onto Spelling</p>		



Analysis of Variance Reporting (Writing)

School Name	Colwill School Massey	School Number	1254
Strategic Aim	All students are able to access the New Zealand Curriculum as evidenced by achievement in relation to Curriculum levels		
Annual Aim	To increase the number of students achieving at or above expected curriculum level for Writing		
Target	<ol style="list-style-type: none"> 1. By the end of 2021 all Pacific Island students who are below expected curriculum level will make more than one year of progress and be at or above the expected curriculum level 2. By the end of 2021 all Māori students who are below the expected curriculum level will make more than one year of progress and be at or above the expected curriculum level 		
<p>NB: Data for 2021 is based on teacher's overall teacher judgements using first assessments, in class observations and work in books that was completed as Auckland has been in lockdown since August 2021. We have had very limited engagement from our students online so hardpacks were made and end of year assessments were unable to be completed. Attendance obviously was affected and therefore achievement was affected.</p> <p>School Data Showed that:</p>			
Baseline Data	Māori student data in writing	2020 54% below expected curriculum level 2021 70% below expected curriculum level	Decrease of 16%
	Pacific Island student data in writing	2020 43% below expected curriculum level 2021 57% below expected curriculum level	Decrease of 14%
	Whole school data in Writing	2020 43% below expected curriculum level 2021 57% below expected curriculum level	Decrease of 14%



Improvement Plan: Reading

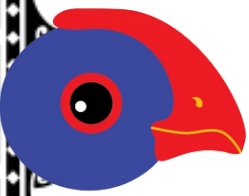
Strategic Goals: All students are able to access *The New Zealand Curriculum* as evidenced by achievement in relation to National Standards.

NB: Data for 2021 is based on teacher's overall teacher judgements using first assessments, in class observations and work in books that was completed as Auckland has been in lockdown since August 2021. We have had very limited engagement from our students online so hardpacks were made and end of year assessments were unable to be completed. Attendance obviously was affected and therefore achievement was affected.

Annual Goal: To increase the number of students making accelerated progress.

Annual Targets:

- By the end of 2022 Maori students below the expected level in 2021 will have made more than one year's progress.
 - By the end of 2022 Pacific Island students below the expected level in 2021 will have made more than one year's progress.
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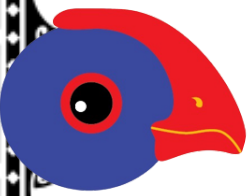


Baseline Data - Reading

Reading (Whole School) 2015-2021	Well Below	Below (Working Towards)	At	Above
2021		49%	48%	3%
2020		40%	51%	9%
2019		43.4%	34.7%	21.9%
2017	13.4%	26.9%	49.5%	10.2%
2016	17.6%	32.6%	41.4%	8.4%
2015	14.1%	30.6%	43.7%	11.7%

Reading Maori Students	Well Below	Below (Working Towards)	At	Above
2021		60%	37%	3%
2020		47%	46%	7%
2019		42%	46%	12%

Reading Pasifika Students	Well Below	Below (Working Towards)	At	Above
2021		51%	49%	
2020		43%	49%	8%
2019		48%	42%	9%



Improvement Plan: Reading (continued)

Analysis of school wide reading data identified concerns for Year 2 and Year 3 in reading achievement data. Vocabulary knowledge and application and comprehension were identified as key areas for specific teaching required. Also continuing from this year reading across the curriculum needs to be a focus. Years 0-3 Phonics was a big focus and needs to continue as one.

Maori Students 40% Below

Pasifika Students 49% Below

Maori students will have made more than one year's progress and be working at expected levels

Pacific Island students will have made more than one year's progress and be working at expected levels

Key Improvement Strategies: Reading

Reading recovery for younger students (6 years +)

Small in class groups for accelerated progress with year 1s, run by trained Reading Recovery teachers.

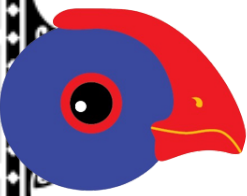
After School Study Centre: targeting below and well below students

Reading Together: targeting below and well below students Maori and Pasifika and their whanau/ family

LSC running small groups for accelerated progress with senior students

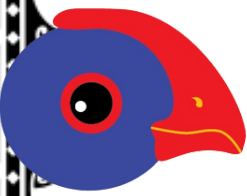
Targeted in-class teaching

When	What	Who	Indicators of progress
Begins Term 1	Teachers identify which students need priority (Target students) support-targeted instruction to accelerate progress	Principal, SMT, team leaders	Priority list developed
Ongoing Throughout the year	Weekly curriculum meetings to monitor and discuss progress of target students. Use of supplementary inquiry teams	Literacy Leader and Team leader	Meetings are ongoing with appropriate gains in achievement levels.
Term 1/2	Explicit teaching of skills and strategies as outlined in Literacy Learning Progressions and NZC.	Classroom Teachers	Programmes based on interests of students and need.
Term 1/3	Running records to gauge levels and strategies needing to be taught.	Classroom Teachers	Monitor Progress



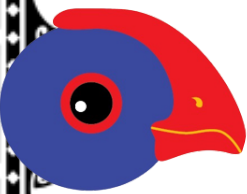
Key Improvement Strategies: Reading (continued)

When	What	Who	Indicators of progress
Term 1/3	<p>Work with parents and whanau around ways to support students' learning so that parents are more confident in helping their children learn to read.</p> <p>Share with parent's assessment data and ways they can support their children</p>	Principal, Classroom Teachers	Reading together programme
End of Year	Analyse and reflect in the year end data to inform progress and planning for following year	Principal, SMT, Team leaders	Parents, family, whanau are more confident in supporting student progress.
Monitoring	<p>Schoolwide:</p> <p>Formative assessment eg observations, work books, modelling books.</p> <ul style="list-style-type: none"> • Running Records (year 0-3) • Probe (year 4-8-well below) • E Astle reading <p>Observation survey Year 0-3</p> <ul style="list-style-type: none"> • Word reading • Letter id • Concepts about print 	Teachers Team Leaders Principal	
Term 2/3	Analyse (and report to BOT) mid-year data to monitor progress and inform practice for terms 3 and 4		
Term 4	Analyse (and report to BOT) year-end data to inform progress and planning for the following year		
Resourcing	<p>Reading Recovery</p> <p>Reading together</p> <p>Phonics programme years 0-3</p>		



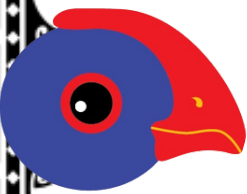
Analysis of Variance Reporting Reading

School Name	Colwill School Massey	School Number	1254
Strategic Aim	All students are able to access the New Zealand Curriculum as evidenced by achievement in relation to Curriculum levels		
Annual Aim	To increase the number of students achieving at or above expected curriculum level for Reading		
Target	<ol style="list-style-type: none"> 1. By the end of 2020 all Pacific Island students who are below expected curriculum level will make more than one year of progress and be at or above the expected curriculum level 2. By the end of 2020 all Māori students who are below the expected curriculum level will make more than one year of progress and be at or above the expected curriculum level 		
	<p>Analysis of school wide data for 2019 in reading identified particular concern in the following areas, Pacific Island and Māori students</p> <p>School Data Showed that:</p>		
Baseline Data	Māori student data in Reading	2020 47% below expected curriculum level	2021 60% below expected curriculum level
		Decrease of 13%	
	Pacific Island student data in Reading	2020 43% below expected curriculum level	2021 51% below expected curriculum level
		Decrease of 8%	
	Whole school data in Reading	2020 40% below expected curriculum level	2021 49% below expected curriculum level
		Decrease of 9%	



Analysis of Variance Reporting Reading (continued)

<p>Actions</p> <p>What did we do?</p>	<p>Continued to implement ALL school wide which meant that year 0-2 teachers were training. New staff were also given PD in. This was followed up by mentoring within the classroom by our ALL mentor and team leader's provider once or twice a term depending on identified needs.</p> <p>Focus students were identified and monitored</p> <p>Reading Recovery for those 6-year-olds who were below or well below the national standard in reading</p>				
<p>Outcomes</p> <p>What Happened?</p>	<table border="0"> <tr> <td style="vertical-align: top;"> <p>Māori student data in Reading</p> </td> <td> <p>2020 47% below expected curriculum level</p> <p>2021 60% below expected curriculum level</p> <p>Decrease of 13%</p> </td> </tr> <tr> <td style="vertical-align: top;"> <p>Pacific Island student data in Reading</p> </td> <td> <p>2020 43% below expected curriculum level</p> <p>2021 51% below expected curriculum level</p> <p>Decrease of 8%</p> </td> </tr> </table>	<p>Māori student data in Reading</p>	<p>2020 47% below expected curriculum level</p> <p>2021 60% below expected curriculum level</p> <p>Decrease of 13%</p>	<p>Pacific Island student data in Reading</p>	<p>2020 43% below expected curriculum level</p> <p>2021 51% below expected curriculum level</p> <p>Decrease of 8%</p>
<p>Māori student data in Reading</p>	<p>2020 47% below expected curriculum level</p> <p>2021 60% below expected curriculum level</p> <p>Decrease of 13%</p>				
<p>Pacific Island student data in Reading</p>	<p>2020 43% below expected curriculum level</p> <p>2021 51% below expected curriculum level</p> <p>Decrease of 8%</p>				
<p>Reasons for Variance</p> <p>Why did it happen?</p>	<p>Classes had to be split into other classes on many occasions due to reliever shortages. This does not provide targeted teaching for all students.</p> <p>The ALL programme was targeting 12 students in the withdrawal time and was therefore unable to gain full coverage of the students in need.</p> <p>Due to a shortage of teaching staff available we had to take on staff that were unable to make a difference in student learning where skilled teaching is required.</p> <p>Increased focus on Pacific Island culture and beliefs. Pacific Island teachers teaching Pacific Island children, knowing them well, their cultures etc.</p>				
<p>Evaluation</p> <p>Where to Next?</p>	<p>Our mentor will be working with leadership-on-leadership skills through literacy and will also be providing some intense PD training sessions throughout the year with teaching staff.</p> <p>Māori students have been immersed in Kapa Haka this year with some strong leaders as mentors. This has led to a rise on confidence in our Māori students.</p> <p>We have also found a correlation between increased art, music and cultural practices having a positive effect on student achievement. This will also be a focus for our teaching as inquiry this year.</p>				
<p>Planning for Next Year</p>	<p>Apply for ALL hours for PD and in class support for existing staff and new teachers.</p> <p>Team Leaders will be in school ALL coaches and do observations on and support staff in implementing this programme</p>				



Improvement Plan: Mathematics

Strategic Goals: All students are able to access *The New Zealand Curriculum* as evidenced by achievement in relation to National Standards.

NB: Data for 2021 is based on teacher's overall teacher judgements using first assessments, in class observations and work in books that was completed as Auckland has been in lockdown since August 2021. We have had very limited engagement from our students online so hardpacks were made and end of year assessments were unable to be completed. Attendance obviously was affected and therefore achievement was affected.

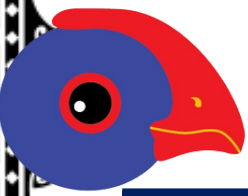
Annual Goal: To increase the number of students making accelerated progress.

Annual Targets:

- By the end of 2022 Maori students below the expected level in 2021 will have made more than one year's progress.
- By the end of 2022 Pacific Island students below the expected level in 2021 will have made more than one year's progress.

COL Achievement Challenge

Maths	2017	2018	2019	2020	2021
To lift the level of achievement of Year 1-8 students AT or ABOVE the National Standard in MATHS					
	Target Number of students AT or ABOVE National Standards				
	48%	52%	56%	61%	67%
	112/235	122/235	131/235	143/235	157/235
	We want to shift 44/235 (19%) of our learners by 2020				
Maori	22%	26%	30%	35%	41%
	11/53	14/53	16/53	19/53	22/53
Pacifika	47%	51%	55%	60%	66%
	22/101	26/101	30/101	35/101	41/101



Baseline Data - Mathematics

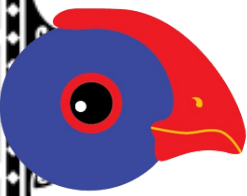
Maths (Whole School) 2015-2021	Well Below	Below (Working Towards)	At	Above
2021		51%	46%	3%
2020		48%	49%	3%
2019		41%	46%	13%
2018		51%	41.3%	7.7%
2017	9.7%	30.6%	53.2%	6.5%
2016	17.3%	34.6%	44.2%	3.8%
2015	9.2%	24.8%	51.5%	14.6%
2014	8%	22%	49%	21%

Maths Maori Students	Well Below	Below (Working Towards)	At	Above
2021		63%	36%	1%
2020		58%	40%	4%
2019		41%	47%	12%
2018	13.7%	31.4%	51%	3.9%

Maths Pasifika Students	Well Below	Below (Working Towards)	At	Above
2021		48%	52%	
2020		47%	52%	1%
2019		48%	42%	10%

Maori students will have made more than one year's progress and be working at expected levels

Pacific Island students will have made more than one year's progress and be working at expected levels



Key Improvement Strategies: Mathematics

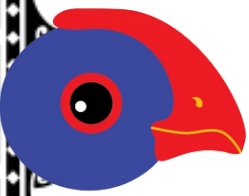
Beginning new maths problem in 2022 called ‘maths no problem’

Continuing with DMIC

Targeted team meetings focussed on mathematics twice a year

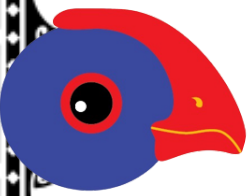
Maths groups for accelerated progress to be run in 2022 either by LSC or cover for SLT

When	What	Who	Indicators of progress
Begins Term 1	Teachers identify which students need priority support-targeted instruction to accelerate progress Align priority students with target students.	Principal, SMT, team leaders	Priority list developed
Ongoing Throughout the year	Weekly curriculum meetings to monitor and discuss progress of target students.	Maths Leader and Team leader	Meetings are ongoing with appropriate gains in achievement levels.
Term 1/2	Student voice and Y5 and Y2 Māori/Pasifika voice considered maths programmes	Classroom Teachers	Student voice is strongly represented in teaching and learning
Term 1/3	Work with parents and whanau around ways to support students’ learning so that parents are more confident in helping their children in communicating with teachers, and teachers gain a better understanding of their students and use this knowledge to personalise their teaching programmes Share with parents’ assessment data and ways they can support their children.	Principal, Classroom Teachers	
End of Year	Analyse and reflect in the year end data to inform progress and planning for following year	Principal, SMT, Team leaders	Parents, family, whanau are more confident in supporting student progress.



Key Improvement Strategies: Mathematics (continued)

When	What	Who	Indicators of progress
Monitoring	Schoolwide: Formative assessment egg observations, workbooks, modelling books. PAT Maths J.A.M (Junior assessment in maths) GLOSS where needed	Teachers Team Leaders Principal	
Term 2/3	Analyse (and report to BOT) mid-year data to monitor progress and inform practice for terms 3 and 4		
Term 4	Analyse (and report to BOT) year-end data to inform progress and planning for the following year		
Resourcing	Maths no problem programme-for Rooms 9 and 20 DMIC for the rest of the school for 2022		



Analysis of Variance Reporting (Mathematics)

School Name	Colwill School Massey	School Number	1254
Strategic Aim	All students are able to access the New Zealand Curriculum as evidenced by achievement in relation to Curriculum levels		
Annual Aim	To increase the number of students achieving at or above expected curriculum level for Mathematics		
Target	<ol style="list-style-type: none"> 1. By the end of 2021 all Pacific Island students who are below expected curriculum level will make more than one year of progress and be at or above the expected curriculum level 2. By the end of 2021 all Māori students who are below the expected curriculum level will make more than one year of progress and be at or above the expected curriculum level 		
<p>NB: Data for 2021 is based on teacher's overall teacher judgements using first assessments, in class observations and work in books that was completed as Auckland has been in lockdown since August 2021. We have had very limited engagement from our students online so hardpacks were made and end of year assessments were unable to be completed. Attendance obviously was affected and therefore achievement was affected.</p> <p>Analysis of school wide data for 2021 in mathematics identified particular concern in the following areas, Pacific Island and Māori students</p> <p>School Data Showed that:</p>			
Baseline Data	Māori student data in Mathematics	2020 58% below expected curriculum level 2021 63% below expected curriculum level	Decrease of 5%
	Pacific Island student data in Mathematics	2020 47% below expected curriculum level 2021 48% below expected curriculum level	Decrease of 1%
	Whole school data in Mathematics	2020 48% below expected curriculum level 2021 51% below expected curriculum level	Decrease of 3%

Colwill School

Kiwisport Note

Kiwisport is a government funding initiative to support students' participation in organised sport. In 2021, the school received total Kiwisport funding of \$3,199.93 (excluding GST). The funding was spent on sports fees as well as netball and rugby trainings and tournaments. The number of students participating in organised sport of the school roll have decreased due to Covid-19 by 15%.