



ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number:	1242
Principal:	Rachael Taylor
School Address:	77 Aberdeen Road, Castor Bay, Auckland
School Phone:	09 4107444
School Email:	admin@campbellsbay.school.nz
Report Service Provider:	Canterbury Education Services (CES)

Campbells Bay School

Members of the Board of Trustees

For the year ended 31 December 2022

Name	Position	How Position Gained	Term Expires
Kim Daji	Presiding Member	Re-elected 2022	2025
Rachael Taylor	Principal ex Officio	Since 2019	
Brendon Ng	Parent Representative	Elected 2022	2025
Jo Butlin	Parent Representative	Elected 2022	2025
Bronagh McKeena	Parent Representative	Elected 2022	2025
Craig Whitaker	Parent Representative	Elected 2022	2025
Sarah Geelen	Staff Representative	Elected 2022	2025

Name	Position	How Position Gained	Term Expired
Jen Hanton	Presiding Member	Re-elected 2019	2022
Jennifer Orman	Parent Representative	Re-elected 2019	2022
Herbert Sima	Parent Representative	Elected 2019	2022
Charlie Wang	Parent Representative	Re-elected 2019	2022
Janice Brown	Staff Representative	Re-elected 2019	2022

CAMPBELLS BAY SCHOOL

Annual Report - For the year ended 31 December 2022

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Campbells Bay School

Statement of Responsibility

For the year ended 31 December 2022


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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2022 fairly reflects the financial position and operations of the school.

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

Kim Daji
Full Name of Presiding Member


Signature of Presiding Member

26 May 2023
Date:

Rachael Taylor
Full Name of Principal


Signature of Principal

26 May 2023
Date:

Campbells Bay School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue				
Government Grants	2	8,168,120	7,799,500	8,193,766
Locally Raised Funds	3	655,494	578,450	622,717
Interest Income		56,722	30,000	23,507
Gain on Sale of Property, Plant and Equipment		-		
Total Revenue		8,880,336	8,407,950	8,839,990
Expenses				
Locally Raised Funds	3	280,835	263,050	159,031
Learning Resources	4	5,330,094	5,296,800	5,462,749
Administration	5	384,184	358,900	323,798
Property	6	2,736,438	2,625,800	2,673,849
Loss on Disposal of Property, Plant and Equipment		(1,002)	3,000	(2,346)
		8,730,549	8,547,550	8,617,081
Net Surplus / (Deficit) for the year		149,787	(139,600)	222,909
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		149,787	(139,600)	222,909

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

Campbells Bay School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		4,013,685	4,013,685	3,751,119
Total comprehensive revenue and expense for the year		149,787	(139,600)	222,909
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	39,657
Equity at 31 December		4,163,472	3,874,085	4,013,685

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.

Campbells Bay School

Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	7	565,693	400,000	394,503
Accounts Receivable	8	426,771	300,000	315,979
GST Receivable		6,499	10,000	13,500
Prepayments		7,581	15,000	17,668
Inventories	9	2,649	3,000	3,000
Investments	10	2,322,000	1,800,000	1,955,000
Funds Receivable for Capital Works Projects	16	144,372	-	2,240
		3,475,565	2,528,000	2,701,890
Current Liabilities				
Accounts Payable	12	492,486	400,000	399,656
Revenue Received in Advance	13	128,747	40,000	29,307
Provision for Cyclical Maintenance	14	162,668	30,000	52,500
Finance Lease Liability	15	16,930	25,000	16,897
Funds held for Capital Works Projects	16	284,991	-	3,796
		1,085,822	495,000	502,156
Working Capital Surplus/(Deficit)		2,389,743	2,033,000	2,199,734
Non-current Assets				
Property, Plant and Equipment	11	1,894,956	2,041,085	1,991,610
		1,894,956	2,041,085	1,991,610
Non-current Liabilities				
Provision for Cyclical Maintenance	14	96,727	170,000	170,118
Finance Lease Liability	15	24,500	30,000	7,541
		121,227	200,000	177,659
Net Assets		4,163,472	3,874,085	4,013,685
Equity		4,163,472	3,874,085	4,013,685

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

Campbells Bay School

Statement of Cash Flows

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash flows from Operating Activities				
Government Grants		1,572,173	1,716,226	1,585,825
Locally Raised Funds		614,252	530,450	454,142
International Students		143,687	(152,000)	(5,310)
Goods and Services Tax (net)		7,002	(10,000)	(13,500)
Payments to Employees		(537,868)	(516,149)	(543,068)
Payments to Suppliers		(1,263,738)	(1,254,400)	(1,202,326)
Interest Received		28,261	30,000	20,459
Net cash from/(to) Operating Activities		563,769	344,127	296,222
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		1,002	(3,000)	-
Purchase of Property Plant & Equipment (and Intangibles)		(182,341)	(196,126)	(87,728)
Purchase of Investments		(2,872,000)	(100,000)	(470,000)
Proceeds from Sale of Investments		2,505,000	-	-
Net cash from/(to) Investing Activities		(548,339)	(299,126)	(557,728)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	39,657
Finance Lease Payments		16,697	25,000	(10,687)
Funds Administered on Behalf of Third Parties		139,063	-	(157,822)
Net cash from/(to) Financing Activities		155,760	25,000	(128,852)
Net increase/(decrease) in cash and cash equivalents		171,190	70,001	(390,358)
Cash and cash equivalents at the beginning of the year	7	394,503	329,999	784,861
Cash and cash equivalents at the end of the year	7	565,693	400,000	394,503

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.

Campbells Bay School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

Campbells Bay School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2022 to 31 December 2022 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as 'having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders'.

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expense threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

The financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

Presentation Currency

These financial statements are presented in New Zealand dollars, rounded to the nearest dollar.

Specific Accounting Policies

The accounting policies used in the preparation of these financial statements are set out below.

Critical Accounting Estimates And Assumptions

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. Actual results may differ from these estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance 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. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

Donations, gifts and bequests are recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

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

g) Inventories

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

h) 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.

i) Property, Plant and Equipment

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

Improvements (funded by the Board) to buildings owned by the Crown or directly by the board are recorded at cost, less accumulated depreciation and impairment losses.

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements	15–20 years
Board Owned Buildings	10–20 years
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

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 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows. Remeasurements are recognised in surplus or deficit in the period in which they arise.

l) Revenue Received in Advance

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

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

m) Funds Held in Trust

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

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

n) Funds held for Capital works

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

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

o) Provision for Cyclical Maintenance

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

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

The school carries out painting maintenance of the whole school over a 7 to 15 year period, the economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

p) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

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

q) 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.

r) Budget Figures

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

s) Services received in-kind

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

2. Government Grants

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	1,624,372	1,369,500	1,585,188
Teachers' Salaries Grants	4,142,342	4,130,000	4,291,983
Use of Land and Buildings Grants	2,401,406	2,300,000	2,316,595
	<u>8,168,120</u>	<u>7,799,500</u>	<u>8,193,766</u>

The school has not opted in to the donations scheme for this year.

3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue			
Donations & Bequests	254,995	232,200	228,353
Fees for Extra Curricular Activities	227,544	180,050	119,001
Trading	66,390	70,200	63,480
Fundraising & Community Grants	70,282	48,000	44,620
International Student Fees	36,283	48,000	167,263
	<u>655,494</u>	<u>578,450</u>	<u>622,717</u>
Expenses			
Extra Curricular Activities Costs	227,555	194,250	107,546
Fundraising and Community Grant Costs	7,270	9,100	6,578
Other Locally Raised Funds Expenditure	35,935	39,700	36,026
International Student - Other Expenses	10,074	20,000	8,881
	<u>280,834</u>	<u>263,050</u>	<u>159,031</u>
Surplus/ (Deficit) for the year Locally raised funds	<u>374,660</u>	<u>315,400</u>	<u>463,686</u>

During the year the School hosted 4 International students (2021:17)

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	512,234	462,500	513,015
Information and Communication Technology	121,059	119,800	116,173
Library Resources	6,962	7,100	9,565
Employee Benefits - Salaries	4,351,205	4,323,000	4,505,961
Staff Development	59,345	84,400	34,401
Depreciation	279,289	300,000	283,634
	<u>5,330,094</u>	<u>5,296,800</u>	<u>5,462,749</u>

5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	6,500	9,300	11,500
Board Fees	5,650	5,200	5,225
Board Expenses	7,642	10,750	2,474
Communication	4,776	6,000	9,519
Consumables	33,816	36,500	25,638
Operating Lease	2,287	2,300	2,626
Legal Fees	3,279	4,800	3,305
Other	25,873	26,400	22,372
Employee Benefits - Salaries	279,212	242,150	226,217
Insurance	15,149	15,500	14,922
	<u>384,184</u>	<u>358,900</u>	<u>323,798</u>

6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	90,067	92,850	87,504
Cyclical Maintenance Provision	36,777	45,000	77,870
Grounds	58,545	36,500	45,543
Heat, Light and Water	40,808	32,500	30,509
Rates	246	250	185
Repairs and Maintenance	42,948	38,700	38,733
Use of Land and Buildings	2,401,406	2,300,000	2,316,595
Employee Benefits - Salaries	65,641	80,000	76,910
	<u>2,736,438</u>	<u>2,625,800</u>	<u>2,673,849</u>

The use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Cash and Cash Equivalents

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Bank Accounts	565,693	400,000	394,503
Cash and cash equivalents for Statement of Cash Flows	<u>565,693</u>	<u>400,000</u>	<u>394,503</u>

Of the \$565,693 Cash and Cash Equivalents, \$284,991 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2023 on Crown owned school buildings.

8. Accounts Receivable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Receivables	673	-	(3,870)
Receivables from the Ministry of Education	11,145	-	-
Interest Receivable	36,969	-	8,508
Banking Staffing Underuse	37,956	-	4,450
Teacher Salaries Grant Receivable	340,028	300,000	306,891
	<u>426,771</u>	<u>300,000</u>	<u>315,979</u>
Receivables from Exchange Transactions	37,642	-	4,638
Receivables from Non-Exchange Transactions	389,129	300,000	311,341
	<u>426,771</u>	<u>300,000</u>	<u>315,979</u>

9. Inventories

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Stationery	2,649	3,000	3,000
	<u>2,649</u>	<u>3,000</u>	<u>3,000</u>

10. Investments

The School's investment activities are classified as follows:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Asset			
Short-term Bank Deposits	2,322,000	1,800,000	1,955,000
Total Investments	<u>2,322,000</u>	<u>1,800,000</u>	<u>1,955,000</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Building Improvements	1,240,850	24,396	-	-	(78,921)	1,186,325
Furniture and Equipment	524,162	20,598	-	-	(80,248)	464,512
Information and Communication Technology	161,467	107,027	(10,497)	-	(94,457)	163,540
Leased Assets	22,151	36,867	-	-	(19,760)	39,258
Library Resources	42,978	9,047	(4,801)	-	(5,903)	41,321
Balance at 31 December 2022	1,991,608	197,935	(15,298)	-	(279,289)	1,894,956

The net carrying value of Information and Communication Technology held under a finance lease is **\$39,258 (2021: \$22,151)**

	2022	2022	2022	2021	2021	2021
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	1,892,063	(705,738)	1,186,325	1,867,668	(626,817)	1,240,851
Furniture and Equipment	1,334,491	(869,979)	464,512	1,316,543	(792,380)	524,163
Information and Communication Technology	664,179	(500,639)	163,540	643,762	(482,295)	161,467
Leased Assets	60,152	(20,894)	39,258	59,857	(37,706)	22,151
Library Resources	126,087	(84,766)	41,321	130,125	(87,147)	42,978
Balance at 31 December	4,076,972	(2,182,016)	1,894,956	4,017,955	(2,026,345)	1,991,610

12. Accounts Payable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Creditors	99,599	-	18,460
Accruals	20,548	-	57,844
Employee Entitlements - Salaries	353,280	400,000	305,644
Employee Entitlements - Leave Accrual	19,059	-	17,708
	492,486	400,000	399,656
Payables for Exchange Transactions	492,486	400,000	399,656
	492,486	400,000	399,656

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Grants in Advance - Ministry of Education	-	-	7,548
International Student Fees in Advance	128,704	40,000	21,300
Other revenue in Advance	43	-	459
	<u>128,747</u>	<u>40,000</u>	<u>29,307</u>

14. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	222,618	222,618	144,748
Increase to the Provision During the Year	36,777	45,000	77,870
Provision at the End of the Year	<u>259,395</u>	<u>267,618</u>	<u>222,618</u>
Cyclical Maintenance - Current	162,668	30,000	52,500
Cyclical Maintenance - Non current	96,727	170,000	170,118
	<u>259,395</u>	<u>200,000</u>	<u>222,618</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:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	16,930	25,000	16,897
Later than One Year and no Later than Five Years	24,500	30,000	7,541
	<u>41,430</u>	<u>55,000</u>	<u>24,438</u>
Represented by			
Finance lease liability - Current	16,930	25,000	16,897
Finance lease liability - Non current	24,500	30,000	7,541
	<u>41,430</u>	<u>55,000</u>	<u>24,438</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. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 9.

	2022	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
		\$	\$	\$	\$	\$
Switchboard	<i>In Progress</i>	-	18,900	-	-	18,900
Block 1 Joinery	<i>In Progress</i>	-	450,000	(359,304)	-	90,696
Blocks 1,9,11,6 Refurbishment	<i>In Progress</i>	-	-	(100,000)	-	(100,000)
Courtyard	<i>Completed</i>	3,796	231,442	(247,494)	12,256	-
Roofing	<i>In Progress</i>	-	-	(33,590)	-	(33,590)
Canopy	<i>Completed</i>	(2,240)	11,145	(8,905)	-	-
Turf	<i>In Progress</i>	-	206,441	(31,046)	-	175,395
Flooding 2022	<i>In Progress</i>	-	-	(10,782)	-	(10,782)
Totals		1,556	917,928	(791,121)	12,256	140,619

Represented by:

Funds Held on Behalf of the Ministry of Education	284,991
Funds Receivable from the Ministry of Education	(144,372)

	2021	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
		\$	\$	\$	\$	\$
Courtyard		29,195	(42,390)	9,399	-	3,796
Canopy		118,259		120,499	-	(2,240)
Joinery Block 2 - project # 231683		(79,594)	-	84,033	(4,439)	-
Totals		77,140	(51,670)	213,931	(4,439)	1,556

Represented by:

Funds Held on Behalf of the Ministry of Education	3,796
Funds Receivable from the Ministry of Education	(2,240)

17. Related Party Transactions

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

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

18. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	5,650	5,225
<i>Leadership Team</i>		
Remuneration	570,604	572,610
Full-time equivalent members	5	5
Total key management personnel remuneration	576,254	577,835

There are 6 members of the Board excluding the Principal. The Board had held 10 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters 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:

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	160 - 170
Benefits and Other Emoluments	0 - 5	0 - 5
Termination Benefits		

Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 - 110	3.00	6.00
110 - 120	3.00	0.00
	6.00	6.00

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:

	2022 Actual	2021 Actual
Total	\$469	\$430
Number of People	3	8

20. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at **31 December 2022** (Contingent liabilities and assets at **31 December 2021**: 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 2022, a contingent liability for the school may exist.

In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2022. The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2022. Even though the payment is [confirmed/probable], the amount to be received is not known with a high level of certainty. The School has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2023.

21. Commitments

(a) Capital Commitments

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

- (a) \$18,900 contract to have Switchboard upgraded as agent of the Ministry of Education. This project is fully funded by the Ministry of Education and expected to be completed in 2023. \$18,900 has been received of which \$Nil has been spent on the project to date; and
- (b) \$396,183 contract to have Block 1 Joinery upgraded as agent of the Ministry of Education. This project is fully funded by the Ministry of Education and expected to be completed in 2023. \$450,900 has been received of which \$359,304 has been spent on the project to date; and
- (c) \$1,303,384 contract to have Blocks 1, 9, 11 and 6 refurbished. This project is fully funded by the Ministry of Education and expected to be completed in 2023. This is being completed in 2 stages - stage 1 is complete Stage 2 \$Nil has been received of which \$100,000 has been spent on the project to date; and
- (d) \$70,680 contract for Roofing to be completed in 2023, which will be fully funded by the Ministry of Education. \$Nil has been received of which \$33,590 has been spent on the project to date; and
- (e) \$183,750 contract for Turf to be completed in 2023, which will be fully funded by the Ministry of Education. \$206,441 has been received of which \$31,046 has been spent on the project to date; and
- (f) Flooding in 2022 to be funded by the Ministry of Education. Spent to date \$10,782.

(Capital commitments at 31 December 2021: \$183,750)

22. Financial Instruments

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

Financial assets measured at amortised cost

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	565,693	400,000	394,503
Receivables	426,771	300,000	315,979
Investments - Term Deposits	2,322,000	1,800,000	1,955,000
Total Financial assets measured at amortised cost	<u>3,314,464</u>	<u>2,500,000</u>	<u>2,665,482</u>

Financial liabilities measured at amortised cost

Payables	492,486	400,000	399,656
Finance Leases	41,430	55,000	24,438
Total Financial Liabilities Measured at Amortised Cost	<u>533,916</u>	<u>455,000</u>	<u>424,094</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.

Independent auditor's report

To the readers of the financial statements of Campbells Bay School for the year ended 31 December 2022

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

Opinion

We have audited the financial statements of the School on pages 2 to 18, which comprise the statement of financial position as at 31 December 2022, and the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion, the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2022, and
 - its financial performance and its cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector - Public Benefit Entity Standards Reduced Disclosure Regime (Public Sector PBE Standards RDR)

Our audit was completed on 26 May 2023. This is the date at which our opinion is expressed.

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

Basis for Opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as

applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2022, arise from section 87 of the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 22 onwards but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



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

School Name:	Campbells Bay School	School Number:	1242
Strategic Aim:	Ensure exceptional student achievement.		
Annual Aim:	Demonstrate continuous improvement in teaching and learning to enhance learning outcomes for all students.		
2022 Targets:	<p>Years 1 & 2: Reading: by the end of the year 70% of our students who have completed at least a full year at school will be working at or above 1P in year one and 1A in year two.</p> <p>Years 3 & 4: Reading: By the end of the year, 75% of students in year three and four, will be working at or above the expected curriculum level.</p> <p>Years 5 & 6: By the end of the year, 70% of students in year 5 and 6, will be working at or above the expected curriculum level for both writing and mathematics.</p>		
End of 2021 Baseline Data:	<p>Year 1: The mid-year 2022 data showed that 80% of our year 1 cohort were working at curriculum level 1B in reading.</p> <p>Year 2: The end of 2021 data showed that 40% of our year 1 cohort were working at or above 1P in reading.</p> <p>Year 3: The end of 2021 data showed that 63% of our year 2 cohort were working at or above 1A in reading.</p> <p>Year 4: The end of 2021 data showed that 59% of our year 3 cohort were working at or above 2B in reading.</p> <p>Year 5: The end of 2021 data showed that 57% of our year 4 cohort were working at 2P or above in writing and 65% were working at or above 3B in mathematics.</p> <p>Year 6: The end of 2021 data showed that 54% of our year 5 cohort were working at 2A or above in writing and 55% were working at or above 3B in mathematics.</p>		

Target for Year One and Two:

By the end of the year, 70% of our students who have completed at least a full year at school will be working at or above 1P in year one and 1A in year two for reading.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Prioritised Wellbeing With the years previous being full of anxiety and uncertainty, as well as starting the year in the Omicron outbreak at Red Alert Level, it is not surprising that a main focus was on Student (and Teacher) Wellbeing. Building positive learning relationships was a priority for the beginning of the year and getting 'back to normal' as much as possible despite restrictions in place. Building strong classroom routines, supported by our PB4L lessons, was a vital part in creating an safe and nurturing environment.</p> <p>Back to Basics The return to 'regular' schooling was greatly anticipated by students and teachers alike and it was important that the time spent onsite at school was well spent. Teachers were aware of the need to focus on</p>	<p>Year One Situation: At the end of 2021 we did not collect formal achievement data for our year zero cohort. These students started during lockdown or part time school and had very limited face to face schooling.</p> <p>At mid-year 2022 all students were assessed. We had 113 students in our year one cohort. 80% of these students were working at 1B, 16% at 1P and 4% at 1A.</p> <p>At the end of 2022, we had 118 students, now with only 35% working at 1B, 42% at 1P, 21% at 1A and 2% at 2B.</p> <p>Year Two Situation:</p>	<p>We hit the ground running in 2022. With the past year's disruptions, we knew the value of face to face, onsite learning and we did not want to miss any opportunity. Starting the year in Red Alert Level did come with challenges with students and teachers isolated from other classes and year levels. This meant that the connection within their own classrooms was vital. The focus in the first term was on wellbeing and connecting with students as they returned to school. Restrictions meant it was difficult to do many activities in that first term and predominantly the focus was on the core subjects of reading, writing and maths. This meant reading programmes were up and running in record time and teachers learnt a lot about their</p>	<p>Reading to remain a focus - Reading will remain a focus and a target area for the first two years at school. With a significant focus on how Structured Literacy can support our teaching and learning programmes. Continued work will be done to integrate this learning with our Building Blocks to Literacy Programme. Through this journey, students will continue to have a holistic approach across all domains of early literacy learning but deeper focus will be given to core skills such as early phonics and phonological awareness.</p> <p>Structured Literacy – a deeper look All teachers will be supported with professional development in this area. The Kahui Ako has secured PD with Liz Kane, the author of</p>

the core subjects of reading, writing and maths and the sense of 'catching up' for what was disrupted during lockdown. Teachers worked hard to get to know their students quickly and have programmes of learning up and running in record time.

Continued Teaching as Inquiry process

With an established Teaching As Inquiry process in place, we continued to identify, track and monitor all students. This process allowed teachers to quickly identify target students, put support in place and identify trends within their own classroom and across cohorts.

Students who were selected as target students were observed and monitored closely. Teachers followed a cycle of inquiry in which they engaged in new learning, put strategies into place and reflected on these acts of teaching and the impact they had on their students learning and achievement.

An experienced Learning Leader led this process. Team meetings provided support and guidance to

At the end of 2021 we had 113 students in our year one cohort. 60% were still working at 1B, 29% at 1P and 11% were working at 1A.

At the end of 2022, our year two cohort comprised of 124 students. With 12% still at 1B, 18% at 1P, 49% at 1A and 21% now working at 2B.

Conclusion:

Although we have not met our target in year one for 2022, the achievement results are still something to be proud of and are an improvement on past year one results significantly. With only 35% of students working below the benchmark this year, it differs greatly in comparison to 60% in 2021 and 54% in 2020.

We have however met our target year 2 in reading. With exactly 70% having reached curriculum level 1P by the end of year.

In previous years we have combined the data for years one and two when setting and analysing the target outcome. This year we separated them in

students in a very short space of time. A silver lining and a valuable piece of learning teachers have taken away from the experience.

Because data collection at the end of 2021 was unusual and done so in extraordinary conditions, teachers felt the need to check in and assess students early in term one to better understand where they were at and what their next steps were. Teachers worked closely with Learning Leaders to look at ways that they could gain valuable assessment information without causing anxiety and stress to students who were unsettled and only just returned to school.

Our teachers found that students had less early literacy knowledge than expected at the beginning of a usual school year, which is not surprising as they missed a significant chunk of this teaching due to lockdown. Our teachers began an exciting inquiry into early phonics teaching and intertwined what they had learnt with our current Building Blocks

'The Code', a leading expert in Structured Literacy. Teachers will attend PD sessions, bring their learning back to their classrooms and reflect/analysis the results it has on student achievement. This will be a significant focus for our Teaching as Inquiries and team meeting time will be allocated carefully to support this journey.

Emphasis on building effective, positive learning focused relationships – getting to know our learners through rigour tracking and monitoring systems

During our teacher only days before the beginning of term one teachers will spend time unpacking this information, and preparing lessons and formative assessment tasks to quickly discover students working at levels and next learning steps from early in term one. By planning for this right from day one teachers will be equipped to build positive learning relationships with their students quickly.

New Team Restructure

With the new restructure of the school into smaller teams,

ensure accuracy and consistency. While also gave teachers opportunity to collaborate and share knowledge and experience.

Teachers Leading Learning

A passionate group of teachers recognised a need for deeper learning around Early Phonics Learning and through their Teaching as Inquiry led the team to an exciting learning journey, still in progress. Recognising the significance of this learning meant the teachers were able to explore and trial exciting new ways to introduce key literacy learning. Their success, enthusiasm and knowledge were fundamental in the decision to continue to learn more about Structured Literacy. Their inquiry also led to the acquisition of new resources to support this method of teaching. These resources have been extremely well received by students and teachers alike.

Differentiated Learning Programmes

Teachers continue to create differentiated programmes to cater to the needs of all their learners. They used the information gathered

order to track more carefully the year one results. This perhaps was a bit optimistic, especially when looking at the past year one results. However, we were only 5% off the target and setting high expectations is a core value for CBS.

to Literacy programme. This resulted in a deeper and continuing inquiry into Structured Literacy and what further it has to offer our students across their journey learning to read and write. This will continue to be a focus for 2023.

teachers will have even better layers of support. Working closely within a smaller group of teachers to make a greater impact on their cohort of learners. Teachers will work closely with their Learning Leaders, have greater voice in team meetings and be able to achieve more outcomes within team meeting times. Meetings will be used to continue to engage in dialogue about their learners, the observations they make about student learning and behaviour, and next steps for their teaching. With support offered for any areas identified. With only five or six teachers in the team rather than 12 or 14, leaders will be better able to support their teachers.

Building Blocks to Literacy

Teachers will continue to use Building Blocks to Literacy as a foundation for their literacy programmes. This programme allows the explicit breakdown of key skills needed when learning to read. This will be supported even further as new learning about Structured Literacy deepens teachers understanding about learning to read.

from their observations and tracking to plan for and implement rich learning tasks. Regular teacher led reading sessions allowed many opportunities for targeted teaching and formative assessment.

Multiple Support Programmes in place

Candidates for further support were identified through the Teaching As Inquiry process led by our Learning Leader. Support that was then available to them was;

- Teacher Aide led groups, led by an experienced TA ran regularly and offered targeted sessions focussing on key knowledge gaps.
- Two Reading Specialist teachers took one on one daily sessions for our highest risk students.
- Students attended workshops with our Year One Learning Leader, targeting key foundation and early literacy skills.
- A team of ESOL teachers worked with small groups of students who were identified using the ELLPs of needing

Teacher Aide Support Groups

Teacher Aide groups will be set to start in week three. The Teacher Aide will work across the year two classrooms and support small groups with key knowledge gaps.

Readiness for School and NE Transitions

Our Year One Learning Leader will support the early implementation of Casey Waho to ensure that students are being identified early for readiness for school. She will teach alongside our junior teachers and support the identification of target students. A new entrant tracker has been designed that links to the Te Whariki ECE curriculum.

Our Year One Learning Leader will continue to build connections with our local ECE centres. A smooth transition to school will help students as they begin learning level one of the NZC.

Strategic Resourcing

The use of strategic resourcing plays a vital part in ensuring teachers have what they need to implement their teaching and learning programme. As teachers go through the inquiry process,

language support to access the NZC.

- In class support in the form of RTLB services and other specialist teachers such as Speech and Language Therapists.

Released experienced teacher as Year One Learning Leader

An experienced teacher was released full time to support our year one cohort and the transition of new entrants to school. With new teachers arriving each term to open more classrooms they were able to support the induction of these teachers and ensure that classroom programmes in year one were set up effectively and followed the schools high expectations for teaching and learning. They provided opportunities for team teaching, modelling curriculum lessons and teaching needs-based target groups alongside class teachers. They supported teachers with accuracy and consistency of assessment practices. With expert knowledge of the Building Blocks Foundation Programme, they were able to help support a consistent and purposeful literacy programme across year one.

they often learn and identify new resources or professional development opportunities that would support these students. These resources are identified and shared with our Learning Leader and AP who are able to allocate budget towards these.

Next Steps and Home-School link

As teachers identify student's next steps, it is important that these are shared with the student and their families. Our teachers work hard to ensure that next steps are shared in 'kids speak' and that students have regular opportunities to see their success and progress. Sharing this with students and their families, not only at Next Step interviews, but also throughout the term using the Seesaw app, is vital for student engagement and motivation.

Reading Specialist Teachers

Reading Specialist teachers will continue to support teachers to identify and target students across their second year at school. Taking target and priority students out regularly for one to one reading instruction and

When needed this teacher took full control of a year one classroom due to staffing shortages, all while continuing to support the team in their Learning Leader role.

PB4L

PB4L remained a key focus across the school. Explicit teaching of desired behaviours ensured that teachers were able to spend more time on targeted learning and less on behaviour and classroom management. Two teachers within the team lead this journey, using data analysis from Etap entries to offer strategies/support and creating useful resources for the team.

Next Step Parent Meetings

Next step parent meetings were held to ensure that students learning was celebrated with their families and their next learning steps were shared.

Online Learning always accessible

With a significant part of our previous school years in Lockdown or part-time school, we ensured distance learning was readily available should any student need

connecting closely with the student's families. They will also be joining our PD journey through Structured Literacy and inquiring into how it can strengthen their current withdrawal programmes.

ESOL Support

The ESOL team will support our learners from the beginning of 2023 by interviewing and assessing students English language against the ELLPs. Helping teachers by identifying who have language needs and creating withdrawal programmes for students to receive the support they need.

PB4L

PB4L will continue as a focus. We know that when students understand expectations for learning and behaviour they are better prepared for tasks and feel successful. Explicit teaching right from the start means less time is spent later on behaviour management, ultimately resulting in more time for learning. We have two PB4L leaders within our team who will continue to support this.

this. Students were still required to isolate at home if they or their family were sick with Covid and it became vital that they had access to learning should they need it. A Distance Learning Portal was created specifically for year 0-2 and contained a variety of learning support should any student need to work at a distance.

Parent Communication

Parent communication is vital and we will endeavour to continue to provide good lines of communication with our parent community. Through parent information sessions, the online sharing service Seesaw, Meet the teacher interviews and next step discussions our home-school partnerships will be fostered and valued.

Target for Year Three & Four:

By the end of the year, 75% of students in year three and four, will be working at or above the expected curriculum level for reading.

End of year expected curriculum levels for year three is 2B.

End of year expected curriculum level for year four is 2P.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Starting the year in the right way</p> <p>We aim to hit the ground running in terms of teaching the core curriculum areas. This is achieved by teachers by building a strong foundation within their classroom. The priority is to establish positive relationships with all students and getting to know them. This is supported by the implementation of effective everyday classroom behaviour strategies. These two elements support students' success and achievement.</p> <p>Transitioning students back to school after having had Covid or isolating as household contacts, was an important consideration throughout the year. There was a sense from some whānau and students of having to catch up</p>	<p>Year Three Situation:</p> <p>It is pleasing to report that 80% of students at the end of 2022 achieved at or above the expected curriculum level for year three.</p> <p>Of the twenty five students who did not achieve the expected curriculum level, six were achieving at level 1P, and nineteen were achieving at level 1A.</p> <p>Every one of these twenty five students received a further layer of learning support as well as the instruction from their experienced classroom teachers. This support was either Rainbow Reading, Reading Recovery, one of the teaching as inquiry support groups (Back to Basics or Catching onto Comprehension) led by our experienced teacher aide, or</p>	<p>These amazing results happened because of the commitment of our teachers. We benefit from teachers who are lifelong learners and who continually seek ways to improve their practice so that they can improve and modify programmes to suit the needs of the tamariki who are placed in their classes.</p> <p>Our students were also ready to learn and be back at school for face to face instruction. The commitment to their learning and achievement is inspirational.</p> <p>Students also participated in a very rigorous,</p>	<p>Data Analysis</p> <p>Analysis of the student achievement data shows that there is not an obvious need or one curriculum area that stands out from the others. Even with such good results for our year three students for reading, it would be prudent for this to be the target area for this cohort for 2023. The ability to read impacts on every curriculum area. To ensure continued student success and establishment of the foundational skills for reading and as a consequence of all learning, teachers will track student achievement in reading.</p> <p>For our year four students in 2022, 28% of students achieved below the expected curriculum level for writing. Accelerating achievement in writing</p>

<p>and perhaps work harder. Our aim though, was to help students feel settled, that they belonged and experienced success. Only then can challenge within any learning be introduced.</p> <p>Positive Behaviour for Learning As a PB4L (Positive Behaviour for Learning) school, teachers consistently taught and reinforced expected student behaviour. When students know what is expected of them, time spent by teachers on instructional teaching is maximized.</p> <p>Teaching as Inquiry All teachers identified students who were achieving below the expected curriculum level, and at the start of 2022 there were a significant number of students. These students became our target students and were monitored rigorously throughout the year using formative and summative assessments.</p> <p>Google Documents were created as trackers to monitor students progress, strategies</p>	<p>instruction with our teachers in the ESOL programme.</p> <p>Year Four Situation: The year four students have smashed the target with 85% of students at the end of 2022 achieving at or above the expected curriculum level for year four.</p> <p>Of the twenty two students who did not achieve the expected curriculum level, four students achieved at level 1B, five at level 1A, and thirteen at level 2B.</p> <p>Three of the students achieving at level 1B were new students to CBS entering in the second part of the year. They have English as a second language. These students are not only new to New Zealand and CBS; they are also transitioning to a new culture, language and community. Their priority has been to build relationships and connections with their peers. The development of their English language learning ability is rigorously monitored by the teachers in the ESOL programme.</p> <p>The one remaining student at level 1B is an ORS (Ongoing Resource Scheme) funded student who has specific learning needs. This</p>	<p>accelerated learning programme designed by the leaders.</p>	<p>will be the target for students as they enter year five in 2023.</p> <p>Our Next Steps Year four, 2023 cohort focus will be to target reading achievement with a focus on deepening the levels of comprehension within the levels and creating a strong foundation for progress moving forward. Achievement within level two of the curriculum required depth and breadth of teaching and learning. These levels can take some students up to three years to achieve. To consolidate on the good work and solid foundation that these students have, will set them up for greater success as they achieve.</p> <p>A next step for teachers is to further add to their practice by delving into the reading curriculum including Structured Literacy – The Code, investigating the strategies learners require to add depth and breadth to their reading ability at the mid to end of level two of the curriculum. Teaching the explicit strategies required for this will enable our learners to comprehend texts at a deeper level.</p> <p>The year five 2023 cohort focus will be with writing achievement.</p>
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<p>employed and stating next steps for students.</p> <p>The Middle School Learning Leaders analyzed the data further. They kept track of student progress and were able to support achievement by placing students on a support programme that suited their needs. Continuous tracking and mentoring of student progress allowed the Learning Leaders to modify groups and graduate students to further programmes when their learning needs changed.</p> <p>Using the spiral of inquiry, a resource which promotes collaborative evidence informed inquiry, the middle school teachers frequently analysed their data and tracked their students' progress.</p> <p>This inquiry allowed our team to run effective and responsive reading intervention programmes targeting their specific learning needs.</p> <p>Differentiated Support Programmes</p> <p>Reading achievement in the</p>	<p>student is to be commended for making progress within this level.</p> <p>All the students achieving at level 1A have moved up one sub level from 1P to 1A, and when delving deeper into the data, these students have made progress of between five and eight colour wheel levels in the year, which is a massive achievement.</p> <p>Conclusion:</p> <p>This group of students returned to school engaged and ready to learn. Leaders of the year groups designed a very specific intervention programme to plug any gaps in their learning that were impacting their ability to progress to the next level. Back to basics was a very strategic, regular and specific programme. Luckily, this programme was not disrupted as much as Rainbow Reading as the teacher aide was not repurposed to teach a class!</p> <p>With many students experiencing accelerated achievement, those who progress at a slower rate, for whatever reason, have been made more obvious and therefore more easily identifiable.</p>	<p>Teachers will use prior professional development that they have received on writing through the RTLB with the Te Whare Rama project, the Oral Language Project, and from Louise Dempsey and Sheena Cameron to help address the learning needs of their students. And implement the Code (structured literacy for senior school).</p> <p>Teachers will build relationships and get to know their students, so that they can design writing programmes of high interest and specific to their individual learning needs.</p> <p>A Focussed Start</p> <p>To once again hit the ground running and prioritize learning programmes focussing on the core subject areas of literacy and numeracy, teachers' main focus will be on building a positive learning focussed relationship with students. Students who feel that they belong, are liked and experience success, are more likely to challenge themselves and take risks in their learning. It is then that deep learning can take place.</p> <p>Prior to school starting, teachers spent time on the teacher only days to assimilate information and learn about their students.</p>
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<p>Middle School was supported by two programmes created specifically to target students' achievement in reading.</p> <p>The first was the Rainbow Reading programme. This targeted students who were reading between levels 15 - 22 and who were deemed 'at risk' of not achieving by their teachers. The programme focussed on building fluency and reading mileage.</p> <p>The second programme was small group instruction delivered by the Middle School teacher aide.</p> <p>Two support programmes were used that had been devised by the Learning Leaders in the Middle School in 2021.</p> <p>'Back to Basics' targeted students who were reading between levels 0-14 in reading. The programme focussed on decoding skills; the ability to apply knowledge of letter-sound relationships to correctly pronounce written words. Understanding these relationships gives children the ability to recognize familiar</p>	<p>To be honest, I thought that the targets for 2022 were quite optimistic, and that we were reaching high considering that our students experienced such a long lockdown in Auckland.</p> <p>In term one, returning to school while we were at the red alert level with some families not returning and continuing to isolate, and then student isolating with Covid-19 or as a household contact for ten days at that time; could also have impacted their achievement levels.</p>		<p>Teachers were able to disseminate information from variety of sources to get to know their learners:</p> <ul style="list-style-type: none"> • Access to trackers from 2022 documenting student progress and strategies that were used to enhance their achievement. • Access to student profiles and past achievement records stored on our student management system. • Take the opportunity to liaise with previous teachers where appropriate. • Whānau conferences for parents to share information about their child with the teacher. <p>Tracking Student Progress</p> <p>Students trackers - shared documents created on Google Sheets, have been completed for target students for reading, writing and mathematics. These are working documents to actively track student progress throughout the year using formative and summative assessment practices. Teachers reflect on and question their practice, in order to modify and adapt their teaching to further engage their</p>
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words quickly and to figure out words they have not seen before.

'Catching onto Comprehension' targeted students reading between levels 19 and 22 (purple and gold), with the focus on explicitly teaching comprehension strategies.

These programmes provided explicit teaching four times a week, targeting the needs of our students.

Students attending these programmes were tracked on shared documents. Data was regularly reviewed, allowing us to adjust students attending the groups, once they had attained a particular level.

The data showed progression of students over time from one programme to another, or from one level within a programme (Rainbow Reading) up to the next.

Without the funding and support of the extra teacher who ran the Rainbow Reading programme, we could not have run these

learners and meet their specific needs.

Support Programmes

The success of our programmes would not have been possible without the support and funding of a teacher to implement the Rainbow Reading programme.

The Rainbow Reading programme targets reluctant, beginning and struggling readers. It delivers high interest audio facilitated titles, allowing students to listen to good readers.

The Learning Leaders would like this programme to run again this year. It was an integral part of boosting the confidence and mileage of students learning to read. When students feel confident and have success, they will take more risks when attempting unknown words and phrases.

The Learning Leaders have identified students who will be placed on the 'Back to Basics' programme. This programme targets students who are reading between levels 0-14 magenta to green. The programme focuses on decoding skills. As students progress they will be move on to the 'Catching on to Comprehension' programme. This programme targeted students

interventions with the success that we experienced.

Dyslexia and Dysgraphia

Professional development during 2021 from the RTLB upskilling our teachers with the needs presented by students who show dyslexic and dysgraphic tendencies, were continually referred to and used.

More students are presenting and being diagnosed with dyslexia and dysgraphia. Dyslexia primarily affects reading and dysgraphia affects writing.

Improving teachers' knowledge enabled them to respond early and identify students who showed reading and writing difficulties. Teachers were then able to plan to use supports and accommodations that removed barriers to participating and learning.

Ongoing professional development in reading was provided by our Learning Leaders each week. We wanted to have quality teaching and learning, informed by the best pedagogy and adaptive to

reading between levels 19 and 22 (purple and gold), with the focus on explicitly teaching comprehension strategies.

A teacher aide, new to this role and to our team, will be upskilled to deliver these programmes.

Students on these programmes will be tracked by their teachers and data analyzed regularly by the Learning Leaders. Groupings will be modified as students progress through the reading levels. This ensures that students receive explicit instruction for their learning needs as these change as they progress.

Our Learning Leaders are innovative when responding to student learning needs. If the students data shows a specific need, the Learning Leaders will create a programme which is targeted and purposeful to that student need. We simply want to maximize every learning opportunity for our students to accelerate their learning.

Teachers will continue to refine writing programmes to suit the needs of our boy learners. Strategies like Te Whare Rama and writers workshop will be used to engage and interest boys in writing.

student learning, interest and need. We wanted our students to talk first, enhance their reading strategies, which then would naturally flow into their writing.

Resources

A Google Site created and maintained by the Learning Leaders focussed on ways to accelerate student reading achievement. This was a one stop shop for ideas, resources and research to engage and support students.

Distance Learning

Programmes While students isolated as a household contact or recovered from their Covid-19 symptoms, distance learning was provided for them to access on our learning portal.

The learning was updated every two weeks to link with the learning that was happening in class. That way students could return and be able to transition back with some ease.

Year three and four teachers recognise the positive impact that the Building Blocks programme and Perceptual Motor Programme (PMP) has on our junior students. Students will be identified as to who would benefit from the continuance of these programmes, and teachers upskilled to deliver them as part of their classroom programme. We will seek support from Janice Brown (Year One Learning Leader) to support our teachers.

Structured Literacy

One focus for our Kahui āko this year is to provide professional development for our teachers in structured literacy. All teachers will receive some form of upskilling throughout the year. Structured Literacy supports students who have specific language and literacy learning needs. The strategies needed to help accelerate these students will benefit all students.

Student Well-being

The well-being of our students remains paramount. Teachers want to alleviate any sense of 'catching up' students may still feel after the lockdowns from the pandemic.

Ways to maintain student well-being employed by our teachers are:

			<p>practicing mindfulness and breathing techniques, yoga, and frequent breaks (including mask breaks).</p> <p>We have and will continue to utilise resources that support and promote the teaching of well-being. We have made use of Class Dojo for these resources and the Challenge Kit from the Big Life Journal to teach a growth mindset, pathways to resilience, gratitude, positivity and friendship. These can be measured anecdotally, or by entries in our students management system documenting students behaviour.</p> <p>Professional Growth Cycle The Professional Growth Cycle (PGC) is designed to promote personalized professional learning for our teachers. Guidance from a mentor allows discussion between teachers to form a conclusion on what teacher development is required to raise student outcomes. Students learning and behaviour needs are at the heart of every decision.</p>
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Target for Year 5 & 6:

By the end of the year, 70% of students in year 5 and 6, will be working at or above the expected curriculum level for both writing and mathematics.

*Year 5: End of year expected curriculum levels for year 5 are 2A for writing and 3B for mathematics.
Year 6: End of year expected curriculum levels for year 6 are 3P for both writing and mathematics.*

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>WRITING.</p> <p>Collaborative Action Plans</p> <p>Our team worked together to create teaching and learning targeted to student needs and interests for their writing achievement.</p> <p>For writing we focussed on:</p> <ul style="list-style-type: none"> • Students writing every day. • Explicit learning intentions and scaffolding through a range of graphic organizers and exemplar texts. • Teachers providing specific ongoing feedback with clear goals and expectations. • Students collaboratively planning to spark ideas. • Connecting reading and writing through our inquiry programme. 	<p>Year 5 Situation: <u>Mathematics Analysis</u></p> <p>57% of students have met or exceeded the end of year expectation, meaning we did not achieve this target. However, there has been pleasing progress in sub levels over time, with the graph showing incremental shifts.</p> <p>Our three Māori students (one with complex learning needs) are at risk and we are committed to supporting their needs and taking care to explicitly provide equitable outcomes for them wherever possible. Our one Pasifika student remains at risk and is closely tracked and monitored with a school SENCO referral for support currently being made.</p>	<p>Mathematics</p> <p>Teachers in the senior school have been working alongside an external consultant during the year and based on pedagogical approaches that make a difference to student learning and outcomes, we have changed some of our approaches to the teaching of mathematics. Students are exposed to a range of multi-step, mixed-ability number problems, workshops, games, and problem-solving activities. My observations are that this is a positive step towards higher expectations of what students can achieve and developing more positive mathematical identities and confidence in our students. This is already starting to show in our more confident students who are</p>	<p>Year 5 Mathematics</p> <p>There is a case for a review of the expectation as it clearly doesn't align with the reading and writing expectations. If they were the same, 86% of students would have met or exceeded the expectation. This is something to think about and review going forward. The other question would be, should the reading and writing level expectations be the same as Mathematics? However, with the introduction of the NZC Refresh, curriculum levels will be obsolete, and we will be reporting on progress outcomes which will look different to how we currently report to the School Board.</p> <p>However, historically we have not seen the discrepancy, in fact mathematics is usually a strength. There is opportunity for a programme similar to Rainbow Reading to be implemented in mathematics for our students. Teacher's next steps are to</p>

<ul style="list-style-type: none"> • Launch writing by giving an experience connected to the student's passions and interests to increase engagement and make the programme relevant to our learners. • Deliberate engagement with the principles of Assessment for Learning to support student agency. • Redistribution of Learning Support Assistant to target specific students (this was very impactful). • Team meetings looking closely at moderating samples of writing, analyzing the deeper features of writing, and responding accordingly to the needs of the students • Author visit to spark engagement and ideas to generate ideas to write about <p>Structured Literacy</p> <p>The RTLB (<i>Resource teachers for Learning and Behaviour</i>) provided learning support for individual</p>	<p><u>Writing Analysis</u></p> <p>We are pleased to report that 71% of this cohort have met or exceeded the end of year expectation. Positive progress has been made with a direct focus in the second half of the year through our collaborative inquiry action plan.</p> <p><u>Year 6 Situation: Mathematics Analysis</u></p> <p>We are delighted to report that 84% of students met or exceeded the end of year expectation in mathematics.</p> <p>In this year group, it is pleasing to see that 21% of students moved up at least one sub level from 3B which is to be celebrated.</p> <p>We have seven Māori students in this cohort and one Pasifika student. Our Pasifika student was on track mid-year and successfully achieved the end of year expectation which is to be celebrated. Three Māori students made the progress</p>	<p>above the expected level with 2 students at 3P mid-year, increasing to 38 at the end of the year.</p> <p>Writing</p> <p>The year five cohort achieved the target with year six, just 6% away.</p> <p>Our teachers focus, commitment and enthusiasm, to engage our students in writing and improve their confidence and self-esteem was commendable.</p> <p>Writing is the curriculum area where COVID had the most impact. Many students are reluctant writers and for valid reasons. Without face-to-face instruction, regular and timely feedback and the inability to develop oral language skills, writing achievement has declined. This trend is common across schools, not specific to CBS.</p>	<p>recognise exactly what specific gaps are missing, and a trained specialist teacher could be used to support those students.</p> <p>For our year five students' mathematics remains the core learning area that requires targeting this year to ensure we are reaching all students and supporting their learning in this area through 2023.</p> <p>Change takes time, and we need to keep revisiting the data and use student voice, observations of practice and teacher feedback to support this change. We also have our external maths consultant booked for 2023 to further support the professional growth of our teachers.</p> <p>Year 5 Writing</p> <p>We will continue to monitor students carefully through our teacher inquiry collaborative action plan, regular and robust discussions and provide deliberate acts of teaching and evidence-based pedagogies ensuring as a year 6 group that momentum and progress continues.</p> <p>Teachers will use prior professional development that they have received</p>
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<p>students with specific learning needs, which for some involved teachers upskilling and learning about The Code. The Code is a systematic approach for teaching spelling. The enthusiasm of the teachers involved spread across the team, with other teachers experimenting with the programme in their class. When students have confidence spelling the high frequency words, and have the tools to attempt to spell unknown words, less of their cognition is spent on this process and more to the creativity of writing.</p> <p>Differentiated Support Programmes Using a google tracking and monitoring sheet, learning leaders were able to respond to the needs of our at risk students and provide timely interventions with the teaching assistant funded by the school.</p> <p>Dyslexia and Dysgraphia Our SENCO and Deputy Principal provided professional learning to teachers to support their growth in meeting the needs of students with these learning needs.</p>	<p>to achieve the end of year expectation with four who made progress within their level.</p> <p><u>Writing Analysis</u></p> <p>At the mid-year point of 2022 our projection was that 62% of students would meet the target of reaching or exceeding the end of year writing expectation. The result was 64%, therefore not meeting our target. There was a significant focus in the second half of last year with the 45% of students that were on track to meet the expectation with the team working collaboratively to meet their needs.</p> <p>The 62 students who were working at 2P and 2A (36%) were more than one sub-level away from the 3P level which made it unlikely that this group would reach the target at the end of this year. What is significant though is that of these 62 students, 49 of them moved up at least one sub-</p>		<p>on writing through the RTLB with the Te Whare Rama project, the Oral Language Project, and from Loiusie Dempsey and Sheena Cameron to help address the learning needs of their students.</p> <p>Structured Literacy A focus for our Kahui āko this year is to provide professional development for our teachers in structured literacy. All teachers will receive some form of upskilling throughout the year. Structured Literacy supports students who have specific language and literacy learning needs. The strategies needed to help accelerate these students will benefit all students.</p> <p>Equitable Outcomes</p> <p>We are working hard this year to track and monitor our Māori and Pasifika students more closely and provide equitable outcomes through targeted programmes of support and increase parental engagement.</p> <p>Teachers will continue to gather information from a variety of sources to get to know their learners:</p>
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<p>MATHEMATICS</p> <p>In both Year 5 and 6 we invested time and resourcing into an evidence based pedagogical way of teaching maths which makes a difference to student learning and outcomes. Based on this, we have changed some of our approaches to the teaching of mathematics and this has been the sole focus for the year.</p> <p>BOTH CURRICULUM AREAS:</p> <p>Distance Learning Programmes While students isolated as a household contact or recovered from their Covid-19 symptoms, distance learning was provided for them to access on our learning portal.</p> <p>Positive Behaviour for Learning As a PB4L (Positive Behaviour for Learning) school, teachers consistently taught and reinforced expected student behaviour. When students know what is expected of them, time spent by teachers on instructional teaching is maximized.</p>	<p>level which is to be celebrated.</p> <p>When we look specifically at our at risk group, incremental progress continues to be made within their level, and this is enabling these students to experience success. It is of note that our PB4L practices, learning support interventions and strong tracking system are part of this success. Specifically, the three students (2%) working at 2B or below remain on support and intervention programmes and their needs are well catered for.</p> <p>Our seven Māori students, we are pleased to report that three students 'on track' met the end of year expectation. Student voice and teacher feedback indicates progress was made in terms of confidence gained in writing for those who did not achieve the end of year expectation and this will put them in a good position as they move to Intermediate.</p>		<ul style="list-style-type: none"> • Access to trackers from 2022 documenting student progress and strategies that were used to enhance their achievement. • Access to student profiles and past achievement records stored on our student management system. • Take the opportunity to liaise with previous teachers where appropriate. • Whānau conferences for parents to share information about their child with the teacher. <p>In addition...</p> <ul style="list-style-type: none"> • Robust and regular tracking and monitoring of students • Responsive and timely intervention programmes using the Y5/6 teacher aide • Further develop the home/school partnerships so that parents can further support their child • A focus on engagement, looking at ways in which we can build confidence and attitudes in both writing and mathematics
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	<p>Our one Pasifika student did not meet the end of year expectation. However, he made positive progress and has increased his confidence and attitude to writing.</p>		
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Principal Report

We are still striving to minimise the impact COVID-19 has had on the school. We entered 2022 in red level, and with low staff attendance due to isolation requirements. Many intervention programmes were cancelled or rescheduled due to staff being redeployed. Staff morale and student well being have been key challenges of 2022. However, the positive impact in-person teaching and learning has had on our student achievement speaks for itself. The school student achievement data almost reflects pre-pandemic results.

The highlights of this year have been:

- Having students on-site all year
- Supporting and resourcing rich learning experiences that have been missing or modified for the past few years, such as camps and the school production.
- Observing students make accelerated progress due to teacher inquiries and focus on rigour.
- A start to reconnect community and school again.

Reports of special and contestable funding:

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022 the school received total Kiwisport funding of \$13,149 (2021: \$13,136) excluding GST. The funding was spent on the employment of a Teacher in charge of Sports to administer numerous school sport teams and enhance sports participation at our school.



Campbells Bay School

Next review: Term 2 2024

Equal Employment Opportunities

The Equal Employment Opportunities policy ensures that all employees and applicants for employment are treated according to their skills, qualifications, abilities, and aptitudes, without ► **bias or discrimination**. All schools are required by the Public Service Act to be “good employers”, that is:

- to maintain, and comply with their school's Equal Employment Opportunities policy, and
- to include in the annual report a summary of the year’s compliance.

To achieve this, the board:

- appoints a member to be the EEO officer – this role may be taken by the principal
- shows commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development
- selects the person most suited to the position in terms of skills, experience, qualifications, and aptitude
- recognises the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups
- ensures that employment and personnel practices are fair and free of any bias.

The principal assures the board that the school complies with the Equal Employment Opportunities (EEO) policy and that a statement on EEO is included in the annual report (including any issues from the previous year). See **Self-Review and Board Assurances**.

Legislation

- Public Service Act 2020
- Human Rights Act 1993

Release history: Term 4 2022, Term 4 2020

Last <i>scheduled review</i>	
Last <i>internal review</i>	Term 3, 2020
<i>Topic type</i>	Core Generic



Campbells Bay School

Next review: Term 2 2024

Employer Responsibility Policy

Campbells Bay School board acts as a good employer and takes all reasonable steps to build working relationships based on trust, confidence, and good faith. The board treats employees fairly and properly in all aspects of their employment as required by the Public Service Act 2020, and complies with legislation on employment and personnel matters. The board complies with the conditions contained in employment contracts for teaching and non-teaching staff.

The board ensures strong leadership by recognising the principal as the school's educational leader, the chief executive, and an employee of the board. The board:

- appoints the principal, through the **appointment committee**
- **appraises the principal**
- works transparently and positively with the principal
- ensures delegations to the principal are robust and regularly reviewed.

The board meets reporting and administrative requirements by:

- referring to the school's **Equal Employment Opportunities** policy in its annual report on the extent of its compliance as a good employer
- ensuring that systems are in place for keeping **employee files** safe and secure.

Support for school employees

The board:

- takes all steps, so far as is reasonably practicable, to meet its **primary duty of care** obligations to ensure good and safe working conditions for employees and responds to all reasonable concerns and requests made by employees
- considers staff **health and wellbeing (hauora)** and work-life balance, and will consider applications for **flexible working arrangements**
- ensures that all employees maintain proper standards of **integrity and conduct**, and a concern for the **safety and wellbeing of students, colleagues**, and public interest
- promotes high levels of staff performance through:
 - **performance management** and professional development (including budgeting for training and development programmes intended to enhance the abilities of individual employees)
 - acknowledgement of staff achievements
 - **salary units** and **classroom release time**.
- deals effectively and fairly with any concerns through the **concerns and complaints** and **protected disclosure** procedures.

Recruitment and appointments

The board delegates the recruitment and appointment process to the principal and senior management but may be represented in **appointment committees**. The board and

delegate(s) endeavour to appoint appropriately trained and qualified staff to all teaching and non-teaching positions, and to find the best person for the position.

Student wellbeing and safety

The board recognises the need to ensure the safety of students and mitigates students being placed at risk by the actions of employees, through:

- proactive policies, procedures, and actions related to **student wellbeing and safety**
- robust recruitment (including **reference checking**), **appointment**, and induction processes, including complying with the Children's Act 2014
- **annual reports** from the principal on the registration, certification, attestation, and police vetting of staff, and reports on appointments and any support provided to teachers
- information, in committee, from the principal regarding **concerns and complaints** raised about staff, and the actions taken
- compliance with the **mandatory reporting requirements** to the Teaching Council under the Education and Training Act 2020 regarding staff dismissals, resignations, complaints, serious misconduct, and competence.

Legislation

- Public Service Act 2020
- Human Rights Act 1993
- Education and Training Act 2020
- Privacy Act 2020
- Children's Act 2014
- Health and Safety at Work Act 2015
- Employment Relations Act 2000
- Employment Relations Amendment Act 2018

Release history: [Term 3 2022](#), [Term 3 2020](#), [Term 3 2019](#), [Term 3 2017](#)

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[Defamation](#)

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[Performance Management](#)

[Protected Disclosure](#)

[Provisionally Certificated Teachers \(PCTs\)](#)

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Secondary Employment
Student Teachers (Teacher Trainees/Teacher Interns/Pre-Service Teachers)
Teacher Registration, Certification, and Police Vetting
Vetting Requirements

Last <i>scheduled review</i>	Term 2 2020
Last <i>internal review</i>	Term 2 2020
<i>Topic type</i>	Generic