

# PIRONGIA SCHOOL

## FINANCIAL STATEMENTS

**FOR THE YEAR ENDED 31 DECEMBER 2022**



Ministry Number:	1897
Principal	Kelly Jane Bicknell
School Address:	100 Beechey Street, Pirongia 3844
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Accountant / Service Provider:	Accounting For Schools Limited

# PIRONGIA SCHOOL

Financial Statements - For the year ended 31 December 2022

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**PIRONGIA SCHOOL**  
Statement of Responsibility  
For the year ended 31 December 2022

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

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

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


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

Joanne Earwaker  
Full Name of Presiding Member

  
Signature of Presiding Member

29 / 05 / 2023  
Date:

Kelly Jane Bicknell  
Full Name of Principal

  
Signature of Principal

29 / 05 / 2023  
Date:

# PIRONGIA SCHOOL

## Statement of Comprehensive Revenue and Expense For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Revenue</b>				
Government Grants	2	3,074,269	2,950,084	3,035,937
Locally Raised Funds	3	255,217	219,046	140,659
Interest Earned		4,143	200	633
Gain on Sale of Property, Plant and Equipment		6,375	-	-
		3,340,004	3,169,330	3,177,229
<b>Expenses</b>				
Locally Raised Funds	3	52,783	42,670	36,934
Learning Resources	4	2,234,678	2,299,057	2,306,122
Administration	5	230,780	190,630	182,852
Finance Costs		3,481	2,960	3,850
Property	6	744,243	680,988	630,365
Loss on Disposal of Property, Plant and Equipment		2,779	-	187
		3,268,744	3,216,305	3,160,310
<b>Net Surplus / (Deficit) for Year</b>		71,260	(46,975)	16,919
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		71,260	(46,975)	16,919

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

# PIRONGIA SCHOOL

## Statement of Changes in Net Assets/Equity For the year ended 31 December 2022

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Balance at 1 January</b>	548,138	548,138	531,219
Total comprehensive revenue and expense for the year	71,260	(46,975)	16,919
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	15,098	-	-
Contribution - Te Mana Tuhono	17,986	-	-
<b>Equity at 31 December</b>	652,482	501,163	548,138
Accumulated comprehensive revenue and expense	652,482	501,163	548,138
<b>Equity at 31 December</b>	652,482	501,163	548,138

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.



# PIRONGIA SCHOOL

## Statement of Financial Position

As at 31 December 2022

		2022	2022	2021
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	7	288,409	214,559	211,641
Accounts Receivable	8	145,841	155,000	173,701
GST Receivable		13,881	5,000	2,676
Inventories	9	8,354	10,000	11,767
Prepayments		5,641	3,000	2,949
Transport Cluster		35,723	30,000	32,359
Funds Receivable for Capital Works Projects	15	4,054	-	-
		501,903	417,559	435,093
<b>Current Liabilities</b>				
Accounts Payable	11	180,613	172,000	181,806
Finance Lease Liability	14	16,851	20,000	20,702
Funds held for Capital Works Projects	15	3,635	-	10,639
Provision for Cyclical Maintenance	13	16,017	30,000	43,860
Revenue Received in Advance	12	1,498	2,000	10,037
		218,614	224,000	267,044
<b>Working Capital Surplus/(Deficit)</b>		283,289	193,559	168,049
<b>Non-current Assets</b>				
Property, Plant and Equipment	10	419,401	345,604	424,983
		419,401	345,604	424,983
<b>Non-current Liabilities</b>				
Finance Lease Liability	14	25,497	18,000	18,852
Provision for Cyclical Maintenance	13	24,711	20,000	26,042
		50,208	38,000	44,894
<b>Net Assets</b>		652,482	501,163	548,138
<b>Equity</b>		652,482	501,163	548,138

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



# PIRONGIA SCHOOL

## Statement of Cash Flows

For the year ended 31 December 2022

		2022	2022	2021
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		681,971	542,047	613,102
Locally Raised Funds		278,426	238,203	116,502
Goods and Services Tax (net)		(11,206)	(2,324)	(7,596)
Payments to Employees		(381,217)	(346,786)	(357,110)
Payments to Suppliers		(452,510)	(407,196)	(297,620)
Interest Paid		(3,481)	(2,960)	(3,850)
Interest Received		4,042	200	633
Net cash from / (to) the Operating Activities		116,025	21,184	64,061
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of PPE (and Intangibles)		9,324	-	(187)
Purchase of PPE (and Intangibles)		(78,164)	(6,073)	(40,811)
Net cash from / (to) the Investing Activities		(68,840)	(6,073)	(40,998)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		33,084	-	-
Finance Lease Payments		7,557	(1,554)	(7,325)
Funds Administered on Behalf of Third Parties		(11,058)	(10,639)	(96,137)
Net cash from Financing Activities		29,583	(12,193)	(103,462)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>76,768</b>	<b>2,918</b>	<b>(80,399)</b>
Cash and cash equivalents at the beginning of the year	7	211,641	211,641	292,040
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>288,409</b>	<b>214,559</b>	<b>211,641</b>

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been excluded.

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



# PIRONGIA SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2022

### 1. Statement of Accounting Policies

#### a) Reporting Entity

Pironga 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 expenditure threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

##### **Measurement Base**

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

##### **Presentation Currency**

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

##### **Specific Accounting Policies**

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

##### **Critical Accounting Estimates And Assumptions**

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

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

##### **Cyclical maintenance**

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 13.





# PIRONGIA SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2022

### 1. Statement of Accounting Policies

#### *Useful lives of property, plant and equipment*

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

#### **Critical Judgements in applying accounting policies**

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

#### *Classification of leases*

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. 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 14. Future operating lease commitments are disclosed in note 19b.

#### *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.



# PIRONGIA SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2022

### 1. Statement of Accounting Policies

#### ***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) Operating Lease Payments**

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

#### **e) 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.

#### **f) 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.

#### **g) 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.

#### **h) Inventories**

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

#### **i) 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.



# PIRONGIA SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2022

### 1. Statement of Accounting Policies

#### j) 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.

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

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

#### **Finance Leases**

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

#### **Depreciation**

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

The estimated useful lives of the assets are:

Building improvements – Crown	10 - 100 years
Furniture and equipment	5 - 10 years
Information and communication technology	5 years
Library resources	12.5% Diminishing value
Leased Assets	Term of Lease

# PIRONGIA SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2022

### 1. Statement of Accounting Policies

#### k) Impairment of property, plant, and equipment and intangible assets

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

##### Non cash generating assets

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

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

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information. The valuation is based on [details of the valuer's approach to determining market value (i.e. what valuation techniques have been employed, comparison to recent market transaction etc.)].

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

The reversal of an impairment loss is recognised in the surplus or deficit. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

#### l) 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.

#### m) Employee Entitlements

##### *Short-term employee entitlements*

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

##### *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.

# PIRONGIA SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2022

### 1. Statement of Accounting Policies

#### n) Revenue Received in Advance

Revenue received in advance relates to fees received from 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.

#### o) 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.

#### p) Provision for Cyclical Maintenance

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

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision 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 schools carries out painting maintenance of the whole school over a 7 to 10 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.

#### q) 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.

#### r) Goods and Services Tax (GST)

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

#### s) Budget Figures

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

#### t) Services received in-kind

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



# PIRONGIA SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2022

### 2. Government Grants

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	684,864	549,524	600,407
Other government grants	5,646	560	3,473
Teachers' salaries grants	1,832,250	1,900,000	1,942,301
Use of Land and Buildings grants	551,509	500,000	489,756
	<b>3,074,269</b>	<b>2,950,084</b>	<b>3,035,937</b>

### 3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Revenue</b>			
Donations & Bequests	141,243	122,166	74,540
Fundraising & Community Grants	55,239	43,160	21,332
Fees for Extra Curricular Activities	20,193	23,000	17,840
Trading	38,542	30,720	26,947
	<b>255,217</b>	<b>219,046</b>	<b>140,659</b>
<b>Expenses</b>			
Extra Curricular Activities Costs	16,706	21,000	12,091
Trading	15,868	14,670	16,509
Fundraising and Community Grant Costs	20,209	7,000	8,334
	<b>52,783</b>	<b>42,670</b>	<b>36,934</b>
<i>Surplus for the year Locally raised funds</i>	<b>202,434</b>	<b>176,376</b>	<b>103,725</b>

### 4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	128,451	111,936	56,304
Employee benefits - salaries	2,006,603	2,063,689	2,126,447
Information and communication technology	20,964	20,940	30,603
Library resources	1,544	2,500	1,648
Staff development	3,860	14,540	10,184
Depreciation	73,256	85,452	80,936
	<b>2,234,678</b>	<b>2,299,057</b>	<b>2,306,122</b>



# PIRONGIA SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2022

### 5. Administration

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	4,992	4,847	8,723
Board of Trustees Expenses	7,376	2,190	1,346
Board of Trustees Fees	3,018	4,050	3,661
Communication	2,275	2,675	2,491
Consumables	9,155	10,000	8,999
Employee Benefits - Salaries	168,692	132,034	128,603
Insurance	5,452	2,000	5,293
Other	27,320	30,234	18,661
Service Providers, Contractors and Consultancy	2,500	2,600	5,075
	230,780	190,630	182,852

### 6. Property

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	7,294	8,298	7,648
Consultancy and Contract Services	47,936	50,782	43,083
Cyclical Maintenance Provision	20,168	23,119	(6,420)
Employee Benefits - Salaries	34,415	40,423	39,548
Grounds	9,046	10,000	13,089
Heat, Light and Water	19,948	26,040	20,959
Repairs and Maintenance	49,422	19,540	20,235
Security	4,505	2,786	2,467
Use of Land and Buildings	551,509	500,000	489,756
	744,243	680,988	630,365

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.



# PIRONGIA SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2022

### 7. Cash and Cash Equivalents

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Bank Accounts	288,409	214,559	211,641
Net cash and cash equivalents for Cash Flow Statement	288,409	214,559	211,641

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

Of the \$288,409 Cash and Cash Equivalents, \$3,635 is held by the School on behalf of the Ministry of Education. These funds have been provided for the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2023 on Crown owned school buildings.

### 8. Accounts Receivable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Receivables	948	5,000	24,157
Interest Receivable	101	-	-
Teacher Salaries Grant Receivable	144,792	150,000	149,544
	145,841	155,000	173,701
Receivables from Exchange Transactions	1,049	5,000	24,157
Receivables from Non-Exchange Transactions	144,792	150,000	149,544
	145,841	155,000	173,701

### 9. Inventories

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Stationery	359	-	350
School Uniforms	7,995	10,000	11,417
	8,354	10,000	11,767





# PIRONGIA SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2022

### 10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Buildings - School	244,204	6,790	-	-	(7,081)	243,913
Furniture and Equipment	83,515	30,660	(314)	-	(22,501)	91,360
Information Technology	48,516	3,806	(3,346)	-	(19,790)	29,186
Leased Assets	33,778	32,130	(2,949)	-	(21,952)	41,007
Library Resources	14,970	897	-	-	(1,932)	13,935
<b>Balance at 31 December 2022</b>	<b>424,983</b>	<b>74,283</b>	<b>(6,609)</b>	<b>-</b>	<b>(73,256)</b>	<b>419,401</b>

The net carrying value of equipment held under a finance lease is \$41,007 (2021: \$33,778).

	2022 Cost or Valuation \$	2022 Accumulated Depreciation \$	2022 Net Book Value \$	2021 Cost or Valuation \$	2021 Accumulated Depreciation \$	2021 Net Book Value \$
2021						
Buildings - School	352,207	(108,294)	243,913	345,417	(101,213)	244,204
Furniture and Equipment	560,194	(468,834)	91,360	530,335	(446,820)	83,515
Information Technology	151,368	(122,182)	29,186	188,077	(139,561)	48,516
Leased Assets	68,709	(27,702)	41,007	73,472	(39,694)	33,778
Library Resources	97,523	(83,588)	13,935	96,626	(81,656)	14,970
<b>Balance at 31 December 2022</b>	<b>1,230,001</b>	<b>(810,600)</b>	<b>419,401</b>	<b>1,233,927</b>	<b>(808,944)</b>	<b>424,983</b>

### 11. Accounts Payable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Creditors	20,160	10,000	9,276
Accruals	7,492	7,000	7,346
Employee Entitlements - salaries	148,351	150,000	154,327
Employee Entitlements - leave accrual	4,610	5,000	10,857
	<b>180,613</b>	<b>172,000</b>	<b>181,806</b>
Payables for Exchange Transactions	180,613	172,000	181,806
	<b>180,613</b>	<b>172,000</b>	<b>181,806</b>

The carrying value of payables approximates their fair value.



# PIRONGIA SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2022

### 12. Revenue Received in Advance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Other Revenue Received in advance	1,498	2,000	10,037
	1,498	2,000	10,037

### 13. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	69,902	69,902	76,322
Increase to the Provision During the Year	23,119	23,119	(6,420)
Adjustment to the Provision	(2,951)	-	-
Use of the Provision During the Year	(49,342)	(43,021)	-
Provision at the End of the Year	40,728	50,000	69,902
Cyclical Maintenance - Current	16,017	30,000	43,860
Cyclical Maintenance - Non current	24,711	20,000	26,042
	40,728	50,000	69,902

The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools 10 Year Property plan.

### 14. Finance Lease Liability

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	19,467	20,000	23,445
Later than One Year and no Later than Five Years	28,314	18,000	19,945
Future Finance Charges	(5,433)	-	(3,836)
	42,348	38,000	39,554
<b>Represented by</b>			
Finance lease liability - Current	16,851	20,000	20,702
Finance lease liability - Non current	25,497	18,000	18,852
	42,348	38,000	39,554



# PIRONGIA SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2022

### 15. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 7.

2022	Project Number	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Signage Upgrade	234339	10,639	1,226	(11,865)	-	-
Two New Classrooms	216818	-	50,603	(46,968)	-	3,635
Rm 6/7 & staffroom toilets, alter offices	236202	-	-	(4,054)	-	(4,054)
Totals		10,639	51,829	(62,887)	-	(419)

#### Represented by:

Funds Held on Behalf of the Ministry of Education

3,635

Funds Receivable from the Ministry of Education

(4,054)

(419)

2021	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Pool Fence Replacement	25,177	3,055	(28,232)	-	-
Room 6/7 Reroof	79,832	-	(79,832)	-	-
Pool Filter Replacment	1,767	5,903	(7,670)	-	-
Paving Upgrade	-	76,950	(76,950)	-	-
Signage Upgrade	-	11,039	(400)	-	10,639
SIP Site: Replacement of Courts	-	-	-	-	-
All Weather Surface	-	126,450	(126,450)	-	-
Totals	106,776	223,397	(319,534)	-	10,639

#### Represented by:

Funds Held on Behalf of the Ministry of Education

10,639

Funds Receivable from the Ministry of Education

-

10,639

### 16. 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.



# PIRONGIA SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2022

### 17. Remuneration

#### Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<b>Board Members</b>		
Remuneration	3,018	3,661
Full-time equivalent members	-	-
<b>Leadership Team</b>		
Remuneration	637,700	604,844
Full-time equivalent members	6.00	6.00
Total key management personnel remuneration	640,718	608,505
Total full-time equivalent personnel	6.00	6.00

There are 6 members of the Board excluding the Principal. The Board had held 9 full meetings of the Board in the year. The Board also has Finance (3 members) and Property (4 members) who met 4 and 1 times respectively. 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	140 - 150	140 - 150
Benefits and Other Emoluments	4 - 5	4 - 5

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

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



# PIRONGIA SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2022

### 18. Contingencies

There are no contingent liabilities and no contingent assets (except as noted below) as at 31 December 2022 (Contingent liabilities and assets at 31 December 2021: nil).

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 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.

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.

### 19. Commitments

#### (a) Capital Commitments

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

(a) \$237,211 contract for Rm 6/7 & Staffroom Toilets, Alter Offices, which will be fully funded by the Ministry of Education. Nothing has been received and \$4,054 has been spent on the project to date.

(b) \$1,082,500 contract for Two New Classrooms, which will be fully funded by the Ministry of Education. \$50,603 has been received and \$46,968 has been spent on the project to date.

(c) \$16,269 contract for the creation of sandpit and wood working area for Rata Team.

(Capital commitments at 31 December 2021: \$12,000)

#### (b) Operating Commitments

As at 31 December 2022 the Board have entered into an agreement with Carus for the external maintenance of the school. Annual payments of \$7,720 are payable with the final amount due in 2028.

(Operating commitments at 31 December 2021: Carus contract)

# PIRONGIA SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2022

### 20. Financial Instruments

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

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
Financial assets measured at amortised cost	\$	\$	\$
Cash and Cash Equivalents	288,409	214,559	211,641
Receivables	145,841	155,000	173,701
Total Financial Assets Measured at Amortised Cost	434,250	369,559	385,342
Financial liabilities measured at amortised cost			
Payables	180,613	172,000	181,806
Finance Leases	42,348	48,000	39,554
Total Financial Liabilities Measured at Amortised Cost	222,961	220,000	221,360

### 21. Events After Balance Date

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

### 22. Comparatives

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



# PIRONGIA SCHOOL

## Members of the Board

For the year ended 31 December 2022

Name	Position	How position on Board gained	Term expired/expires
Joanne Earwaker	Presiding Member	Elected August 2022	September 2025
Kelly Jane Bicknell	Principal	Ex Officio	
Dona Hobbs	Staff Rep	Elected August 2022	September 2025
Reece Johnson	Parent Rep	Elected August 2022	September 2025
Lisa-Maree Nunn	Parent Rep	Elected August 2022	September 2025
Lianna McGuire	Parent Rep	Elected August 2022	September 2025
Sarah Keelty	Parent Rep	Elected August 2022	September 2025
Lisa Shaw	Parent Rep	Elected June 2019	August 2022
Ben Hodgson	Parent Rep	Elected June 2019	August 2022
Carlee McCaw	Parent Rep	Elected June 2019	August 2022
Jo Sheridan	Parent Rep	Elected June 2019	August 2022

# **PIRONGIA SCHOOL**

## **Kiwisport Statement**

**For the year ended 31 December 2022**

Kiwisport is a Government funding initiative to support students participation in organised sport.

In 2022, Kiwi sport funding of \$5,448 (2021: \$5,445) has enabled Sport at Pirongia School to be a strong and vital part of who we are as a school. We are a growing school and last year this funding benefitted 380+ students. We continue to upgrade, replace and extend our range of sporting equipment as our roll grows and we introduce new sports and opportunities into our school curriculum.

All students have access to all the sports gear at break times, and sports gear is also available for organised sport at lunchtime, including Inter-house sport which we use to promote and give opportunities in sports like softball, volley ball, tug of war, and activities in the pool, for all students from Y1-8. We also run 'lunchtime sports club where high-energy games like bulrush, football, rugby, and touch are played and are supervised by staff.





## **Good Employer Disclosure - Pirongia School 2022**

For the year ended 31st December 2022 the Pirongia School Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment.
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.

Kelly Bicknell  
Principal

## **INDEPENDENT AUDITOR'S REPORT**

### **TO THE READERS OF PIRONGIA SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022**

The Auditor-General is the auditor of Pirongia School (the School). The Auditor-General has appointed me, Tracey Herbert, using the staff and resources of Finnz Audit Limited, 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 20, that comprise the statement of financial position as at 31 December 2022, the [statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows] for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 29 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 our opinion**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Our responsibilities 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 21 to 22, the Statement of Compliance with Employment Policy and the Analysis of Variance, but does not include the financial statements, and our auditor's report thereon.

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

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

## Independence

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

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



Tracey Herbert  
Finnz Audit Limited  
On behalf of the Auditor-General  
Te Awamutu, New Zealand

# Pirongia School

*Analysis of Variance*

## Evaluating our Annual Aims 2022


This document has been compiled by Team Leaders and myself. This, along with our data, will guide us in formulating our 2023 annual aims.

Thanks,

*Kelly*



TOGETHER WE CLIMB  
PIKIA TŌ TATŌU MAUNGA

<p><b>Strategic Aim:</b></p> 	<h2>Confident, Kia Maia</h2> <p>Our learners and educators believe they can succeed and make a difference today and tomorrow.</p>
<p><b>Annual Aim:</b></p>	<p>New Graduate profiles, throughout the school, will capture the learning and growth applicable to each stage of learning while at Pirongia School.</p>
<p><b>Baseline Data:</b></p>	<p>As we entered 2022, it was exciting to introduce Graduate Profiles across our school. Teacher voice told us that there could be greater cohesion across the school. Teachers/parents also wanted to acknowledge what graduates at each team looked like. Our current year 8 grad profile was in place however, was not reflected upon, used with learners and linked to the school vision.</p>

<b>Actions</b> <i>What did we do?</i>  <i>Record the specific actions you have taken throughout the year to achieve, or make progress towards achieving, the target set out in your charter. These actions may include changes to practice, implementation of different strategies, use of new resources/personnel etc.</i>	<b>Outcomes</b> <i>What have you observed/noticed? What have been the impacts on the learners/teachers?</i>	<b>Where to next?</b> <i>Based on the outcomes, what would you do the same/differently next year?</i>
<b>Rata</b>  <b>Visible to learners and parents</b> <ul style="list-style-type: none"> <li>● Focussing on TRACK values</li> <li>● Fortnightly TRACK assemblies</li> <li>● Merit awards for assembly focussed on TRACK values</li> <li>● Circle time</li> <li>● TRACK on wall</li> <li>● Information in team newsletters each term</li> </ul> <b>Bringing our graduate profile to life</b> <ul style="list-style-type: none"> <li>● Introducing language to students</li> <li>● Language used in assembly Merit awards</li> </ul>	<ul style="list-style-type: none"> <li>● Students, teachers and parents are using the language of 'On Track'</li> <li>● Teachers are identifying the unique teaching and learning experiences that Rata provides their learners.</li> <li>● Assemblies and newsletters are beginning to 'echo' the graduate profile.</li> <li>● Discussion has been interesting around making a graduate profile one that can be owned by learners of this age.</li> </ul>	<ul style="list-style-type: none"> <li>● Continue to introduce TRACK for the new students</li> <li>● Focus on specific values according to needs - not just in the order of the word</li> <li>● Introduce the backpack to students and unpack this - using the language in the class and at assemblies</li> <li>● Introduce and further develop the use and knowledge of the Graduate profile with the children</li> <li>● Use EDUCA posts/ merit awards to show how the children are achieving in these areas</li> <li>● TRACK / Graduate profile and Back packs visible in our classrooms</li> <li>● More deliberate teaching around the latter 2</li> <li>● Circle time sessions - very deliberately incorporating these and daily conversations backing this up</li> </ul>
<b>Tawa</b>  <b>Visible to learners and parents</b> <ul style="list-style-type: none"> <li>● Focus on exploring TRACK values</li> <li>● Team Time and Assembly Merit Award acknowledging students working on these</li> <li>● Circle time focus</li> <li>● Part of our PB4L language</li> </ul> <b>Bringing our graduate profile to life</b> <ul style="list-style-type: none"> <li>● Introduced to students by being displayed in class and on</li> </ul>	<ul style="list-style-type: none"> <li>● Tawa focus has primarily been on developing student understanding of TRACK values and how these look in our classroom, across our team, at playtimes and EOTC.</li> <li>● Planned to unpack the Tawa Graduate Profile more with students. This was introduced but unpacked in detail.</li> </ul>	<ul style="list-style-type: none"> <li>● New staff member is joining Tawa (BT) so introducing her to TRACK, PB4L and Tawa Graduate Profile, along with everything else.</li> <li>● 2023 Tawa Graduate Profile Team staff Inquiry focus. (We will have members new to Pirongia School so a timely discussion and chance to review and assess our Graduate Profile).</li> <li>● Use the Graduate Profile as milestones to celebrate - in class celebrations, team time, merit awards, Educa posts, learning conference discussion, reports...</li> <li>● Visual reminders of TRACK and Profiles up in</li> </ul>

documents sent home to parents.		<p>class for student reference to help them own their journey and progress.</p> <ul style="list-style-type: none"> <li>• Use the graduate profile as part of our planning for each term</li> <li>• Use the graduate profile to improve skills/strategies needed as part of Circle Time sessions to address the areas where our students need further support.</li> <li>• Year 4 Graduation in Term 4 2023</li> </ul>
<p><b>Kahikatea</b></p> <p><b>Visible to learners and parents</b></p> <ul style="list-style-type: none"> <li>• Inviting families to celebrate our bead ceremonies.</li> <li>• Showcasing our inquiry learning at the end of each term by sharing learning with our families, hosting families in our classrooms.</li> <li>• Up on the wall, decorating each term with beads and students ticking off.</li> <li>• Team newsletters always referred to the graduate profile.</li> </ul> <p><b>Bringing our graduate profile to life</b></p> <ul style="list-style-type: none"> <li>• Bead ceremonies recognising specific skills and opportunities developed during that term.</li> <li>• Students decorating their profile with beads they received and tracking how they were going.</li> <li>• Setting goals based on graduate profile aspects that hadn't been achieved yet.</li> <li>• Planning from the graduate profile to ensure opportunities listed on the profile were made available to students.</li> <li>• Team meetings used to</li> <li>• Using grad profile to guide discussions in learning conferences.</li> </ul>	<ul style="list-style-type: none"> <li>• Families have supported this by coming along.</li> <li>• Helped us to recognise the students' achievements as they present this to their families, allows us as teachers an opportunity to step back and identify 'extras' such as key competencies etc.</li> <li>• When the profile was in students clear files it wasn't as readily available to refer to, better on the wall.</li> <li>• Students share in each others success and celebrate one another at the formal occasion of the bead ceremony.</li> <li>• An 'end' point for teachers and students to draw a line and award beads within that timeframe, helping students to set goals for the next term.</li> <li>• Capability badges, rather than beads have been a great way to isolate the capabilities and show how these have come alive in our team.</li> <li>• So important to plan! Amazing how within having the graduate profile out and an event like the bead ceremony, you could allow</li> </ul>	<ul style="list-style-type: none"> <li>• Students take more of a leadership role in the bead ceremony - more student lead. Currently it is completely teacher led.</li> <li>• Criteria made available for self assessment on school values and deciding when they have earned a bead, rather than this decision being made solely by the teacher.</li> <li>• Tweak graduate profile for 2023. Overall, it is pretty awesome but would be great to reflect on what was there and refine it.</li> <li>• More focus on the capability badges and working towards earning these earlier in the year.</li> <li>• Teachers tracking the graduate profile beads/badges being given out rather than the team leader.</li> <li>• Developing individual goal setting around the graduate profile.</li> </ul>



	<p>the profile to take a back seat and get lost in the day to day of school. Have loved that by having the bead ceremony scheduled termly it has meant we have prioritised this in our planning.</p> <ul style="list-style-type: none"> <li>Year 6 graduation night with Kawaka really helped to provide more meaning to our graduate profile and the step into Kawaka team, for many parents this was a 'ah-ha' moment.</li> </ul>	
<p><b>Kawaka</b></p> <p><b>Visible to learners and parents</b></p> <ul style="list-style-type: none"> <li>Introduced our graduate profile to students via circle times.</li> <li>Introduced our graduate profiles to parents via information night.</li> <li>During learning conferences graduate profiles were revisited and goals set for students using teacher, parent and student voice.</li> </ul> <p><b>Bringing our graduate profile to life</b></p> <ul style="list-style-type: none"> <li>The evolving of the Kawaka programme is to ensure teachers are creating opportunities for students during activities.</li> <li>During team time, links are made between the opportunities (available to our chn) and the grad profile.</li> <li>Graduate profiles being used to help focus learning conference discussions.</li> <li>Students had the choice to highlight proud moments on educa posts. Many student reflections and voice highlighted aspects of the Graduate Profile.</li> </ul>	<ul style="list-style-type: none"> <li>Graduate profiles used by teachers as a planning resource to ensure learning opportunities are varied.</li> <li>Highly teacher driven, rather than student driven.</li> <li>The majority of students are unaware of the link between graduate profile and the linked activities at school.</li> </ul>	<ul style="list-style-type: none"> <li>Student tracking sheet is needed to help students take ownership and self assess their personal goals and achievements throughout the year.</li> <li>Celebration of achievements acknowledged during circle times at homebase or team hui.</li> <li>More graduate profile language used within the team and school to help make the graduate profile more intrinsic to students' learning environments.</li> </ul>
<p><b>Analysis of Variance</b></p> <p>At year end our Graduate Profiles have been introduced into our school successfully. Our Graduate Profiles...</p>		

- make clear links to the ways in which our teams nurture Confident, Connected and Capable Learners.
- capture the unique flavour of each team.
- show how each team builds on the foundation set by the team before.
- have been used by some students in some teams as a tracking tool for their own personal growth.
- Have been used as a reflection tool during some team meetings. "At what level are we providing the opportunities for our learners to achieve the graduate profile?"



Therefore, we have been successful in achieving our annual aims which were purely to '*introduce*'. We have been successful as the necessary time has been set aside in staff meetings and team meetings. Our recent refresh of school values and graphics enabled consistency in our profiles throughout the school.

The growth between teams differ, however, all teams now have a graduate profile and have made it visible in various ways.


### Planning for 2023

In 2022, we were realistic and our focus was to introduce our Graduate Profiles and set the fire going. In 2023, it is the year to further develop our graduate profiles to ensure that they are developed. (The fire will become stronger).

Our focus in 2023 will be:

- Discussion around making a graduate profile accessible and tangible to our juniors (year 1 to 4).
- Moving away from teacher driven to student driven (throughout the school).

School Name:	Pirongia School	School Number:	1896
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<div>Strategic Aim:</div> <div></div>	<div>Confident, Kia Maia</div> <div>Our educators believe they can succeed and make a difference today and tomorrow.</div>
<div>Annual Aim:</div>	<div>Our teachers will use the Progress and Consistency Tool confidently to inform their teaching.</div>
<div>Baseline Data</div>	<div><div><div>Has using PACT helped you to plan and make judgments about the next learning steps for learners and or groups of learners?</div><div>14 responses</div><div><div><div><div></div><div>Yes</div></div><div><div></div><div>No</div></div></div><div><div><div><div></div><div>71.4%</div></div><div><div></div><div>28.6%</div></div></div></div></div><div><div>We now have writing and math PaCT in place. How confident are you in your ability to PaCT reading achievement in 2022. (This would replace data sheets).</div><div>15 responses</div><div><div><div>Not Confident</div><div>2 (13.3%)</div></div><div><div>I'm sure my confidence will grow throughout the year with time.</div><div>8 (53.3%)</div></div><div><div>Confident</div><div>5 (33.3%)</div></div></div></div></div></div>

<b>Actions</b> <i>What did we do?</i>  <i>Record the specific actions you have taken throughout the year to achieve, or make progress towards achieving, the target set out in your charter. These actions may include changes to practice, implementation of different strategies, use of new resources/personnel etc.</i>	<b>Outcomes</b> <i>What have you observed/noticed? What have been the impacts on the learners/teachers?</i>	<b>Where to next?</b> <i>Based on the outcomes, what would you do the same/differently next year?</i>
<b>Rata and Tawa</b>  <b>Using PaCT with confidence to make firm judgements about our learners at mid-year and end of year.</b> <ul style="list-style-type: none"> <li>PaCT was brand new for two staff members joining us during the year.</li> <li>Lots of moderating discussions in team meetings using PaCT illustrations and our student work.</li> <li>This included a Tawa PD day (after 1st aid course mid year.)</li> <li>Rata had PD with Ava who had used this for 6 years at previous school and this was hugely beneficial in terms of future planning</li> <li>By the end of the year, PaCT assessments and judgements made more sense across the team. Our moderation discussions showed we were within the same ballpark with our judgements.</li> </ul> <b>Teachers will use the information PaCT provides them to guide their teaching/planning so that it is responsive to the needs of their learners.</b> <ul style="list-style-type: none"> <li>Using mid year judgments to define where our focus needed to be for the remainder of the year, eg in writing we needed to do exposition and writing for specific purposes aspects which linked in to our plans to cover transitional writing but gave us clarification on the direction of our planning</li> <li>Team members are in different stages of using</li> </ul>	<ul style="list-style-type: none"> <li>Our judgements and assessments are more valid and consistent across the team now through using PaCT.</li> <li>We assess with confidence now. We input our judgements and PaCT does the hard work for you.</li> <li>Newer staff members need a lot of support in using PaCT. They can feel overwhelmed by PaCT.</li> <li>Team discussions and moderating helped confirm student 'best fits' were.</li> <li>Illustrations helped and discussion of differences between illustrations in the same set helped confirm the process developed within that set.</li> <li>Teachers are still making sense of PaCT and using their own planning which doesn't link directly to PaCT aspects. Term 4 look at using PaCT aspects as a planning frame</li> <li>This is for further investigation in 2023 as we move into using PaCT as a planning guide.</li> <li>In math, hotspot grouping to catch and fill the gaps, and follow-up rotations to consolidate, to do 'maintenance' work on strands covered earlier in the year. These need further investigation</li> <li>In writing, transactional writing aspects were our weaker areas but also gaps in encoding. We knew writing was an area</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop our knowledge as a team of PaCT and how our judgements can support our next step planning</li> <li>New staff are supported with developing understanding of PaCT and join us in transitioning into using PaCT aspects to guide our planning and teaching.</li> <li>Staff familiar with PaCT will be able to consolidate and build on their understanding.</li> <li>Can be much more specific about what we are teaching</li> <li>Needs of children are much more clearly defined</li> <li>Will assess as we go which will also help to pinpoint needs</li> <li>Use of illustrations when assessing more regularly throughout the year</li> </ul>

<p>information from PaCT assessments to guide our teaching/planning. This is an area to develop in 2023.</p>	<p>of concern and PaCT confirmed this.</p> <ul style="list-style-type: none"> <li>• In reading, students strengths and work ons across aspects, the basic core building blocks need to be more secure.</li> <li>• Discovered that we had been tough in moderating students work- student levels were higher than we anticipated and PaCT encouraged us that what we were doing was successful</li> <li>• Reports were easier to write</li> </ul>	
<p><b>Kahikatea</b></p> <p>Using PaCT with confidence to make firm judgements about our learners at mid-year and end of year.</p> <ul style="list-style-type: none"> <li>• Used PaCT to select our learning intentions.</li> <li>• Used PaCT to form agile groups.</li> <li>• Made us look at the illustration to ensure we were teaching.</li> <li>• Having unpacked the set to pick out specific learning intentions as a team and discussed what the needs of the students best. When it came to the assessment of these students we have a better understanding of the evidence we needed to confidently make the judgement.</li> <li>• More streamlined</li> </ul> <p>Teachers will use the information PaCT provides them to guide their teaching/planning so that it is responsive to the needs of their learners.</p> <ul style="list-style-type: none"> <li>• Used the PaCT tool to look for needs amongst the team and scheduled these as priorities for teaching.</li> <li>• Intentionally planned an 'evidence' activity which has meant we have this in kids books to use</li> </ul>	<ul style="list-style-type: none"> <li>• Learners are in the right place - in the right group due to analysis of PaCT data to set agile groups.</li> <li>• More aware and more accountable of what you are actually teaching.</li> <li>• Making teaching more contextualised.</li> <li>• Bringing our inquiry to the forefront and considering learning opportunities.</li> <li>• Groups were so fluid and kids never got too used to what group they were in.</li> <li>• Kids are starting to see the bigger picture of the subject.</li> </ul>	<ul style="list-style-type: none"> <li>• To assess more regularly e.g. at the end of a teaching cycle/unit.</li> <li>• Stronger evidence tasks, e.g. variety/bright colour, escape rooms, Minecraft.</li> <li>• Keep planning with PaCT as we are - upskill new teachers to do this.</li> </ul>
<p><b>Kawaka</b></p> <p>Using PaCT with confidence to make firm judgements</p>	<ul style="list-style-type: none"> <li>• Fuller coverage of the core subjects was considered when making OTJ's .</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to use pact as a planning and assessment tool.</li> </ul>

### about our learners at mid-year and end of year.

- Highlighted as a team what the key indicators are within each aspect of the core subjects of reading, writing and mathematics at each set. This gave the teachers more confidence in what they were looking for within the sets.
- Teachers used Pact to establish their OTJ for reading, writing and math for both mid year and end of year reports.

### Teachers will use the information PaCT provides them to guide their teaching/planning so that it is responsive to the needs of their learners.

- Used year 7 & 8 pact data to see what the focus would be for core classes (Literacy and Math).
- Both focus workshops and integration activities were planned to help students show their level of progression within an aspect.
- Reading and writing PACT was targeted together within the plan.
- Separate Hapara pages were set up to focus on aspects of learning, within core subjects.

- Focused teaching to student needs helped better engage students within each subject.
- Teachers became more fluent at making OTJ's using the PaCT tool.
- Deeper teacher understanding of student progression within the 3 core subjects was further consolidated.
- Moderation within the team was streamlined. It was a quick and easy process of comparing students' consistency of work across a range of areas of learning.

- Further develop Hapara core subject planning pages.
- Develop a student self assessment tool.
- Activities in core subjects are created for student independence of progression through surface features of pact tool. - mainly for remedial learners. To give them some ownership.

### Analysis of Variance

A recent survey collecting teacher voice showed that **100%** of our teachers...

- feel more confident when using the PaCT tool in reading, writing and math.
- are applying information that PaCT (individual and classroom reports give them) so that planning and teaching reflects the needs of their learners.
- Further feedback has supported the ways in PaCT in strengthening their teacher capabilities through
  - Robust teacher discussion with colleagues
  - Getting clear reports for students and classes to inform planning.
  - Knowing the first and fast that each learner requires.
  - Knowing the clear progression of what to teach next.

We have allowed time for PaCT to grow within our school and hence why our teacher's confidence and ability has increased. Dona our DP has been upskilling our staff and there are other key people within our school who have grasped PaCT and leading others. It is clear that teachers are seeing the benefit of the tool to provide consistency across our school.




There is clear evidence to suggest that we need to dedicate more time to new staff members around PaCT to increase confidence.

#### Planning for 2023 - Kelly

- ★ 2023 will be the first year where a new PaCT curriculum area is not introduced.
- ★ This gives a year to further consolidate the way the PaCT tool is used in our planning, teaching and reporting. Don't our DP will look at teacher/team needs and provide tailored and deliberate professional development.
- ★ This tailored approach will ensure that each teacher's individual needs are being met and nurtured. The PaCT tool has endless possibilities and now that we have achieved a solid base, these can be further explored in staff meetings and team time.
- ★ A plan of attack for new teachers e.g. Fortnightly morning sessions to upskill? Look into other ideas for how this could look.

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Strategic Aim:



# Connected: Kia hono

Our learners and educators make positive connections to each other, their learning and their local environment.

Annual Aims:

- Strong links are nurtured with our local environment and key people/groups within our community.
- Our school wellbeing will be strengthened by implementing the PB4L framework and Pirongia on 'TRACK' values. This will ensure that the foundation for effective learning is in place.

Baseline Data:

	A	B	C	D	E	F	G	
Summary Scores	Expectations Defined	Expectations Taught	Reward System	Violations System	Decision Making	Management	MOE Support	Implementation Average
1st Year	50.0%	40.0%	83.3%	62.5%	87.5%	87.5%	100.0%	73.0%

Year 5 and 6 School Culture survey.

- Students have a say in what happens in our school
  - 2021 = 68.9%
  - 2022 = 73.5

- I sort challenging situations out in a calm way
  - 2021 = 59.5%
  - 2022 = 60.2%
- Teachers in Kahikatea make learning interesting
  - 2021 = 55.6%
  - 2022 = 66.3%

Year 7 and 8 School Culture survey.

- If I have a problem with another child, I feel I can get help from a teacher =
  - 2021 = 59%
  - 2022 = 86.3%
- We can learn and play alongside each other, even if we are not in the same friend group
  - 2021 = 58%
  - 2022 = 72.8%
- Teachers in Kawaka make learning interesting
  - 2021 = 49.2%
  - 2022 = 68.2%

<b>Actions</b> <i>What did we do?</i>  <i>Record the specific actions you have taken throughout the year to achieve, or make progress towards achieving, the target set out in your charter. These actions may include changes to practice, implementation of different strategies, use of new resources/personnel etc.</i>	<b>Outcomes</b> <i>What have you observed/noticed? What have been the impacts on the learners/teachers?</i>	<b>Where to next?</b> <i>Based on the outcomes, what would you do the same/differently next year?</i>
<b>Rata and Tawa</b>  How have you supported your learners to not only articulate our school values, but also understand how they look at our school?  <ul style="list-style-type: none"> <li>• Huge focus on unpacking the new TRACK values.</li> <li>• Our PRODUCTION!</li> <li>• Circle time learning focussed on TRACK values</li> <li>• Tokens in class, Team Time and Assembly Merit Awards</li> </ul>	<ul style="list-style-type: none"> <li>• The language of On Track is alive in our teams. Students know the school values and most are able to say how this value can be shown.</li> <li>• Proactive approaches are in place to reinforce positive behaviour.</li> <li>• A supportive/team approach to pastoral</li> </ul>	<ul style="list-style-type: none"> <li>• Look at further possibilities for getting our students learning within the community/nature.</li> <li>• Upskilling new staff</li> <li>• </li> </ul>



celebrate students making successful choices based on TRACK school values.

- On track team assembly.
- Posters around the classes - used as visual reminders.
- Shared language used by teachers and children across the team. Eg "Are you on track?"
- During play based learning. It is the perfect time to be teaching our school values.
- [Track sticker charts](#)

**In what ways is positive behaviour reinforced in your team?**

- Track sticker charts.
- Star of the day.
- Tokens
- Class systems to recognise good choices, eg Going for Gold chart with class celebrating individuals, groups and whole class achievements of positive behaviour and choices.

**In what ways is negative behaviour resolved in your team?**

- Follow the PB4L flowchart - warning, restorative conversations, circle time learning focus, reinforcing positives
- Negative incidents are recorded on Edge, brought up with the team leader.
- Student can spend some reflective quiet time in another class or a quiet area in class.

**What links have been made between your team's learning/learners and our local environment (eg physical environment/people/groups).**

- Walk around our maunga at the beginning of the year.
- Taking our learning into our native bush.
- Having people from the community visit our class.
- School events such as book week.
- Enviro projects bring various people and groups into our classes.

care and behaviour issues.

- The Pb4L flow diagram is in action and guides our decisions.
- Ongoing and consistent communication with home.
- Three family hui have been had this year in regards to students in the need to be proactive and making a plan to support students/families,
- Pastoral Data shows areas of concern and these can be addressed.

## Kahikatea

How have you supported your learners to not only articulate our school values, but also understand how they look at our school?

- Graduate Profile
- Team time, celebrating cool things spotting by teachers and students to get a token
- Circle Times in class

In what ways is positive behaviour reinforced in your team?

- Tokens
- Graduate Profile e.g. beads/badges/bead ceremony
- Restorative Conversations with students

In what ways is negative behaviour resolved in your team?

- Team approach
- Constant discussion of students behaviour at morning tea/lunch/team meetings
- Upfront and honest with families e.g. phone call so they get clear understanding.
- Supportive management team to assist and led negative behaviour once it is repeated.

What links have been made between your team's learning/learners and our local environment (eg physical environment/people/groups).

- Mountain Biking/Hiking on mountain in Term 2
- Passion projects - outside experts coming in (sewing/building)
- Showcasing inquiries at end of term and inviting families to these and the bead ceremony.
- Our Place Enviro unit had large group of local experts (council, DOC, interest groups, Kowhaiwhai, Restoration Society, Pirongia Lodge, ZeroWaste, Maungatautauri) involved to come in as speakers and host on the day. Large amount of organisation that didn't eventuate due to

- Students seem settled and clear of team expectations, especially in the later 2 terms.
- Lots of conversations, between teachers and teachers / teachers and students / teachers and parents.
- Students feel like they get a chance to say what has happened.
- Teachers are calmer as they have clear procedure to follow and understand the support.
- Students love when they receive a token.
- Students are beginning to independently set goals off their graduate profile.
- There feels like a consistency across the team.
- Reports are cool with values continuum, clear way of reporting to parents.
- Still have bad behaviour but feel as though we are on top of it, not always chasing our tail.
- A recent working group that worked alongside Kelly showed that students knew our school values and could give great descriptors of them in action.
- Recently students from our team were surveyed on three questions. The questions chosen were those that scored the poorest last year.

- Increase and/or change up how positive behaviour is reinforced in our team. E.g. more consistency in team time.
- More consistency of when Circle Time happens in the team and how it looks.
- More consistent parent communication when something goes wrong.
- More links made with our local environment throughout the year.

<p>weather and lodges lack of space to host in rain with large group.</p> <ul style="list-style-type: none"> <li>• Still had local groups (Kowhaiwhai, Restoration Society) visit school to share knowledge and see our projects.</li> </ul>	<ul style="list-style-type: none"> <li>• Students have a say in what happens in our school               <ul style="list-style-type: none"> <li>◦ 2021 = 68.9%</li> <li>◦ 2022 = 73.5</li> </ul> </li> <li>• I sort challenging situations out in a calm way               <ul style="list-style-type: none"> <li>◦ 2021 = 59.5%</li> <li>◦ 2022 = 60.2%</li> </ul> </li> <li>• Teachers in Kahikatea make learning interesting               <ul style="list-style-type: none"> <li>◦ 2021 = 55.6%</li> <li>◦ 2022 = 66.3%</li> </ul> </li> </ul>	
<p><b>Kawaka</b></p> <p>How have you supported your learners to not only articulate our school values, but also understand how they look at our school?</p> <ul style="list-style-type: none"> <li>• Giving students valued leadership roles.               <ul style="list-style-type: none"> <li>◦ School Councillor</li> <li>◦ House Captains</li> <li>◦ Tuakana/teina leaders</li> <li>◦ ICT leaders</li> <li>◦ Environment (needs work)</li> </ul> </li> <li>• Circle Time sessions in the homebase class focusses on a school value.</li> <li>• Graduation Camp - Survivor Camp Kaniwhaniwha.</li> </ul> <p>In what ways is positive behaviour reinforced in your team?</p> <ul style="list-style-type: none"> <li>• Build and continually work on positive teacher/student relationship.</li> <li>• Agile grouping within the team - to help all teachers build relationships with all students within the team.</li> <li>• Capability back pack draw during team Hui.</li> <li>• What's Hot and whats not session during team Hui.</li> <li>• Schoolwide Teachers noticing - during team time students are highlighted that other teachers have noticed doing great.</li> <li>• "Our team set the tone of the school" - consistently</li> </ul>	<ul style="list-style-type: none"> <li>• Parents and students both want to be (and are) heard during the behaviour management process.</li> <li>• Transparency between home and school is strong within the team.</li> <li>• Students with behaviour problems are being isolated by other students who grow weary of their antics.</li> <li>• There are some solid student/teacher relationships.</li> <li>• A recent working group that worked alongside Kelly showed that students knew our school values and could give great descriptors of them in action.</li> <li>• Recently students from our team were surveyed on three questions. The questions chosen were those that scored the poorest last year.</li> <li>• If I have a problem with another child, I feel I can get help from a teacher =               <ul style="list-style-type: none"> <li>◦ 2021 = 59%</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Leadership roles are nurtured across the team, including environment leaders.</li> <li>• Circle time is made compulsory during homebase time. - More professional development around how teachers can make this more focused sessions.</li> <li>• EOTC programme further developed to meet the needs of the groups of students within the team.</li> </ul>

reminding students of this.

**In what ways is negative behaviour resolved in your team?**

Restorative practice.

- Students have the opportunity to tell their story.
- Explore what damage has been done.
- Consider how we can restore the damage,
- Create a plan with the student moving forward.
- Parents voice and student voice is collected to help address small/ large issues.

Focussed team hui when behaviour is slacking.

**What links have been made between your team's learning/learners and our local environment (eg physical environment/people/groups).**

- Outdoor education programme during explore.
- Survivor Camp at Kaniwhaniwha.
- Term showcase days - parents are invited in to see what the team has been working on.
- Leadership roles are visible in the school.
- Fundraising events to help engage Parents into the EOTC programme.

o 2022 = 86.3%

- We can learn and play alongside each other, even if we are not in the same friend group

o 2021 = 58%

o 2022 = 72.8%

- Teachers in Kawaka make learning interesting

o 2021 = 49.2%

o 2022 = 68.2%

### Analysis of Variance

By dedicating time and funding to our school values refresh and Pb4L, we were successful in that.....

- Students of all ages are able to articulate each of our school values in an age appropriate way.
- Tokens are celebrating students on TRACK.
- Restorative Practice is the main approach used when dealing with 'issues' that arise at Pirongia School.
- Resources have been collaboratively developed to support the teaching of expectations/school values.
- Systems are developing in consistency for addressing behaviour incidents.
- There has been positive results and shifts in whole school culture survey results (the bottom three areas from last year's survey).



The data we gain from our student management has been regularly shared with the Pb4L team and teaching team. This gives clarity around what is happening at our school instead of making assumptions. Students who are recording higher incidences on our student management system have all had family hui and behaviour plans put in place.

There is strong growth and support for our school values, however due to increased monitoring and recording of behaviour incidents, we are seeing a clearer picture! Physical violence on all levels is increasing. A shared understanding of this and a proactive/consistent approach will be needed next year. Our Learning Support Coordinator will look for patterns and trends and put families in touch with outside agencies for further support if required.

In 2022, as you can see above, our students have....

- explored and learned about their local environment.
- Ventured onto our maunga.
- contributed and given back to our community in various ways throughout the year.
- continued to be in a range of enviro-programmes.
- Been Learning in the outdoors.

As you progress up the school, students have more learning opportunities within our local environment.

Our Enviro-schools relationship is as strong as ever, and with this, brings key relationships with outside enviro groups.

The idea of giving back to the community is growing. This year our school contributed to the Pirongia restoration project, we performed at the Lion's lunch and we also helped our memorial hall celebrate its 100 birthday in many ways.

Our teacher only day is taking our teachers into our school community to look at important areas and possibilities for learning next year.


### Planning for 2023 - Kelly

- ★ We will be embarking on our 3rd year of PB4L.
- ★ Professional development around Circle Time (its implementation and benefits) will be planned. Circle time will be a compulsory element of our school culture

next year.. Circle time is crucial in aiding our student's wellbeing. Not only does circle time increase class culture, it also unpacks negative behaviour in a timely and positive manner..

- ★ The reintroduction of a councillor visiting our school once a week starts next year.
- ★ Further attention is needed in establishing a stronger connection between our school and local iwi. We started this year however we are still looking to build a couple of key relationships. This involves a couple of iwi as our children whakapapa back to more than one.
- ★ Whaea Hayley would like to re-develop kapa haka waiata and haka so they are reflective of our area.
- ★ How could we see Rata and Tawa learning within our local environment on more occasions?
- ★ Money allocated in the budget for another pubertal change education programme.
- ★ Money allocated in the budget for more education around positive interactions with social media. (year 5 above).

<b>School Name:</b>	Pirongia School	<b>School Number:</b>	1896
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<b>Strategic Aim:</b>  	<b>Capable - Kia kaha</b>  Our learners and educators are equipped with the capabilities to achieve their personal best.
<b>Annual Aims:</b>	Our students will achieve one year's growth (or more) of the NZ Curriculum each academic/school year.
<b>Baseline Data:</b>	The following target groups were identified as having a disproportionate amount of student tracking behind curriculum expectations at the end of 2022.  Year 6 cohort - across all core curriculum. Year 4 Writing. Year 8 Maths.

## Important to read this section alongside the End of Year Data Report.

<b>Actions</b> <i>What did we do?</i>  <i>Record the specific actions you have taken throughout the year to achieve, or make progress towards achieving, the target set out in your charter. These actions may include changes to practice, implementation of different strategies, use of new resources/personnel etc.</i>	<b>Outcomes</b> <i>What have you observed/noticed? What have been the impacts on the learners/teachers?</i>	<b>Where to next?</b> <i>Based on the outcomes, what would you do the same/differently next year?</i>
<ul style="list-style-type: none"> <li>• The PaCT tool was utilised by teachers to identify current next steps for their learners and plan accordingly.</li> <li>• The PaCT tool provided teams with clear information which formed the basis of their planning meetings.</li> <li>• PAT assessments were also used as a key assessment tool at the beginning of the year to inform learner, class and team's needs.</li> <li>• Every Tier three learner had an ILP. There were checkpoints set throughout the year, which directed our teachers to reflect on these highly valuable documents and make necessary changes.</li> <li>• Our SENCO Team continues to use our learning register, to effectively monitor the progress of all of our learners within each learning tier and will ensure the appropriate supports are in place.</li> <li>• STEPS Web (structured literacy online programme) was in place from year 3 and above. It was used deliberately to meet the range of differing needs. Eg more intensively with some children.</li> <li>• Rata year 1 teachers completed their MOE funded Better Start Literacy professional development.</li> <li>• Tawa team began their inquiry into play-based learning at the middle school level with the introduction of Curious Kids. Term 4 was a particular success with teachers sparking interests with their own passions!</li> <li>• Kahikatea and Kawaka have continue to inquire into the pedagogy enabling effective Student centered learning</li> </ul>	<ul style="list-style-type: none"> <li>• Students within the set target groups experienced positive academic progress this year. (See below).</li> <li>• We are achieving, on the whole, equitable outcomes between groups of learners at our school (gender/culture). Where there is disparity, it is minimal.</li> <li>• Our school wide data has shown positive progress across the curriculum and within all year groups.</li> <li>• Teachers have used PaCT to inform teaching and to effectively progress students. This was clearly evident during classroom observations this year, staff meetings, moderation discussions and teacher surveys.</li> <li>• Team minutes have articulated how the team inquiry and new learning around their focus area is progressing and noted the favourable outcomes for their learners particularly around engagement, confidence and accelerated progress.               <ul style="list-style-type: none"> <li>◦ Rata - Better Start Literacy</li> <li>◦ Tawa - Curious Kids</li> <li>◦ Kahikatea - Personalised learning.</li> <li>◦ Kawaka - Personalised learning.</li> </ul> </li> <li>• ILP/EIP are working toward removing</li> </ul>	<ul style="list-style-type: none"> <li>• Our T3 learners will have a ILP (Individual Learning Plan) next year. Our Learning Support team will continue to ensure that our T3 learners have the wrap around support required to achieve their personal best.</li> <li>• We will utilise teacher aide time and funding effectively to deliberately target learning needs of individuals and groups.</li> <li>• Once again, share with the teaching team our data so they can see that their hard work is paying off! In doing this, it also prompts discussions on groups of learners and where to next!</li> <li>• The data and AOV will be unpacked further with Team Leaders and DPs as we create our 2023 annual aims in response.</li> </ul>

through Universal Design of Learning. Their weekly programmes are evident of their thinking and pedagogy.

- Our school programme is full to the brim with learning opportunities throughout the year that sparks student's interests and passions as well as extend their learning.
  - Speeches, science fair, passion projects, showcases, EOTC, visiting speakers, book week, maori language and the list continues!

barriers to their learning. Our Learning Support Coordinator has observed clear adaptations made for our T3 learners and ongoing reflections from teachers to tweak these as they go. It is evident that teachers KNOW their learners!

- Teachers have begun to introduce the capability back-pack in a number of ways. A key way is through their graduate profile and team assemblies.



Year 6 - Maths		Year 6 - Reading		Year 6 - Writing	
Year 6 BOY	Year 6 EOY	Year 6 BOY	Year 6 EOY	Year 6 BOY	Year 6 EOY
-	-	-	-	-	-
-	-	-	-	-	-
-	11 (19%)	1 (2%)	22 (38%)	-	6 (10%)
40 (68%)	42 (72%)	36 (64%)	31 (53%)	32 (57%)	41 (71%)
18 (31%)	5 (9%)	19 (34%)	5 (9%)	21 (38%)	11 (19%)
1 (2%)	-	-	-	3 (5%)	-
59	58	56	58	56	58

Year 8 Writing		Year 4 Writing	
Year 8 BOY	Year 8 EOY	Year 4 BOY	Year 4 EOY
-	-	-	-
3 (7%)	13 (28%)	-	-
24 (55%)	29 (63%)	-	-
17 (39%)	4 (9%)	2 (4%)	6 (13%)
-	-	25 (56%)	36 (77%)
-	-	18 (40%)	5 (11%)
44	46	45	47

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## Analysis of Variance

When looking at the success criteria we set out to meet at the beginning of the year, we have achieved this annual aim. We were very deliberate in





our strategic plan to do less but to do it better. There is a high level of cohesion throughout the school in that our strategic plan is supported by professional development and our annual budget. Our action plan is a key document that management (including team leaders) frequently visit so that we know that we are staying on track!

The above has ensured that our learners across the school are progressing. The data for our target groups have shown positive and consistent progress.

**Planning for 2023**

- ★ Management to analyse data and choose target groups and then plan the required support for both students and teachers to gain movement.
- ★ Identify the best use of Teacher aide time and support to ensure that it is effective for the children.
- ★ Dona to lead further PD for Teacher Aid on providing 1:1 support and in utilising STEPS web to ensure it is delivered effectively.
- ★ Teams to further develop this year's team focus/Inquiry.
- ★ Year 2 Teacher to undergo Better Start Literacy PD in 2023.
- ★ Further development of PaCT so we continue to build on our capabilities.