

# ST JOHN BOSCO SCHOOL

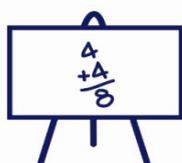
## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2021

#### School Directory

<b>Ministry Number:</b>	2233
<b>Principal:</b>	Dee Luckin
<b>School Address:</b>	21 Clinton Street, Fitzroy, New Plymouth
<b>School Postal Address:</b>	21 Clinton Street, Fitzroy, New Plymouth
<b>School Phone:</b>	06 758 3165
<b>School Email:</b>	<a href="mailto:office@sjb.school.nz">office@sjb.school.nz</a>

#### Accountant / Service Provider:



**EDUCATION  
FINANCE**

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# ST JOHN BOSCO SCHOOL

Annual Report - For the year ended 31 December 2021

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Kiwisport

Board of Trustees

# St John Bosco School

## Statement of Responsibility

For the year ended 31 December 2021

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

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

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

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

Michael Normanton

Full Name of Presiding Member



Signature of Presiding Member

31 May 2022

Date:

Dee Robert Luckin

Full Name of Principal



Signature of Principal

31 May 2022

Date:

# St John Bosco School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Revenue</b>				
Government Grants	2	1,830,082	1,801,357	1,758,023
Locally Raised Funds	3	205,422	190,000	234,185
Use of Proprietor's Land and Buildings		186,854	300,000	292,967
Interest Income		1,082	4,000	2,996
		<u>2,223,440</u>	<u>2,295,357</u>	<u>2,288,171</u>
<b>Expenses</b>				
Locally Raised Funds	3	142,256	128,250	129,543
Learning Resources	4	1,603,111	1,563,800	1,489,018
Administration	5	130,642	132,206	123,647
Finance		684	-	636
Property	6	311,317	429,750	406,610
Depreciation	10	44,089	40,000	43,025
Loss on Disposal of Property, Plant and Equipment		-	-	2,615
		<u>2,232,099</u>	<u>2,294,006</u>	<u>2,195,094</u>
<b>Net Surplus / (Deficit) for the year</b>		(8,659)	1,351	93,077
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u>(8,659)</u>	<u>1,351</u>	<u>93,077</u>

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

# St John Bosco School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Equity at 1 January</b>		456,635	450,000	355,754
Total comprehensive revenue and expense for the year		(8,659)	1,351	93,077
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant		8,290	-	7,804
<b>Equity at 31 December</b>		456,266	451,351	456,635
Retained Earnings		456,266	451,351	456,635
Reserves		-	-	-
<b>Equity at 31 December</b>		456,266	451,351	456,635

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.

# St John Bosco School

## Statement of Financial Position

As at 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	250,983	227,606	220,279
Accounts Receivable	8	101,557	100,000	107,670
GST Receivable		6,991	3,266	3,266
Prepayments		4,498	3,000	2,616
Investments	9	95,000	95,000	95,000
		<u>459,029</u>	<u>428,872</u>	<u>428,831</u>
<b>Current Liabilities</b>				
Accounts Payable	11	159,004	137,000	138,201
Provision for Cyclical Maintenance	12	4,667	-	4,000
Finance Lease Liability	13	13,871	2,476	2,476
		<u>177,542</u>	<u>139,476</u>	<u>144,677</u>
<b>Working Capital Surplus/(Deficit)</b>		281,487	289,396	284,154
<b>Non-current Assets</b>				
Property, Plant and Equipment	10	212,065	206,000	198,226
		<u>212,065</u>	<u>206,000</u>	<u>198,226</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	12	32,902	39,045	25,745
Finance Lease Liability	13	4,384	5,000	-
		<u>37,286</u>	<u>44,045</u>	<u>25,745</u>
<b>Net Assets</b>		<u>456,266</u>	<u>451,351</u>	<u>456,635</u>
<b>Equity</b>		<u>456,266</u>	<u>451,351</u>	<u>456,635</u>

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

# St John Bosco School

## Statement of Cash Flows

For the year ended 31 December 2021

	Note	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		490,588	501,357	473,117
Locally Raised Funds		205,422	190,000	234,185
Goods and Services Tax (net)		(3,725)	-	214
Payments to Employees		(353,305)	(255,296)	(335,677)
Payments to Suppliers		(276,058)	(380,734)	(226,328)
Interest Paid		(684)	-	(636)
Interest Received		1,082	4,000	2,996
Net cash from/(to) Operating Activities		63,320	59,327	147,871
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(39,922)	(46,000)	(74,906)
Net cash from/(to) Investing Activities		(39,922)	(46,000)	(74,906)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		8,290	-	7,804
Finance Lease Payments		(984)	(6,000)	(4,487)
Net cash from/(to) Financing Activities		7,306	(6,000)	3,317
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>30,704</b>	<b>7,327</b>	<b>76,282</b>
Cash and cash equivalents at the beginning of the year	7	220,279	220,279	143,997
<b>Cash and cash equivalents at the end of the year</b>	7	<b>250,983</b>	<b>227,606</b>	<b>220,279</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 Statement of Cash Flows should be read in conjunction with the accompanying notes which form part of these financial statements.

# St John Bosco School

## Notes to the Financial Statements

### For the year ended 31 December 2021

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

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

##### b) Basis of Preparation

###### **Reporting Period**

The financial reports have been prepared for the period 1 January 2021 to 31 December 2021 and in accordance with the requirements of the Education and Training Act 2020.

###### **Basis of Preparation**

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

###### **Financial Reporting Standards Applied**

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

###### **PBE Accounting Standards Reduced Disclosure Regime**

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

###### **Measurement Base**

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

###### **Presentation Currency**

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

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

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

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

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

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

###### **Cyclical maintenance**

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 12.

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

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

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

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

#### **Classification of leases**

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

#### **Recognition of grants**

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

### **c) Revenue Recognition**

#### **Government Grants**

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

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

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

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

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

#### **Other Grants**

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

#### **Donations, Gifts and Bequests**

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

#### **Interest Revenue**

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

### **d) Finance Lease Payments**

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

### **e) Cash and Cash Equivalents**

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

#### **f) Accounts Receivable**

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

#### **g) Investments**

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

#### **h) Property, Plant and Equipment**

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

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

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

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

#### **Finance Leases**

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

#### **Depreciation**

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

The estimated useful lives of the assets are:

Furniture and equipment	5–10 years
Information and communication technology	5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

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

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

#### *Non cash generating assets*

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

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

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

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

### **j) Accounts Payable**

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

### **k) Employee Entitlements**

#### *Short-term employee entitlements*

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

#### *Long-term employee entitlements*

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

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

### **l) Provision for Cyclical Maintenance**

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

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

### **m) Financial Instruments**

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

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

### **n) 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.

### **o) Budget Figures**

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

**p) Services received in-kind**

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

## 2. Government Grants

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Operational Grants	375,599	377,357	385,125
Teachers' Salaries Grants	1,376,996	1,300,000	1,297,398
Other MoE Grants	73,653	118,000	75,001
Other Government Grants	3,834	6,000	499
	<u>1,830,082</u>	<u>1,801,357</u>	<u>1,758,023</u>

The school is not eligible for the donations scheme.

## 3. Locally Raised Funds

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

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
<b>Revenue</b>			
Donations & Bequests	18,697	32,000	84,746
After School Care & Holiday Programme	154,388	143,000	127,075
Fees for Extra Curricular Activities	26,718	10,000	8,636
Trading	2,585	-	2,518
Fundraising & Community Grants	-	-	5,636
Other Revenue	3,034	5,000	5,574
	<u>205,422</u>	<u>190,000</u>	<u>234,185</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	11,361	10,000	12,019
Trading	4,694	-	3,228
Fundraising and Community Grant Costs	126,201	118,250	114,296
	<u>142,256</u>	<u>128,250</u>	<u>129,543</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>63,166</u>	<u>61,750</u>	<u>104,642</u>

## 4. Learning Resources

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Curricular	55,414	57,800	42,272
Employee Benefits - Salaries	1,528,968	1,465,000	1,434,652
Staff Development	18,729	41,000	12,094
	<u>1,603,111</u>	<u>1,563,800</u>	<u>1,489,018</u>

## 5. Administration

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Audit Fee	6,852	5,200	3,818
Board Fees	4,670	6,160	5,240
Board Expenses	844	2,500	375
Communication	3,390	4,000	3,745
Consumables	9,648	11,000	10,068
Operating Lease	2,295	-	5,365
Other	42,052	44,550	35,957
Employee Benefits - Salaries	50,643	49,296	49,483
Insurance	4,248	3,500	3,596
Service Providers, Contractors and Consultancy	6,000	6,000	6,000
	130,642	132,206	123,647

## 6. Property

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Caretaking and Cleaning Consumables	8,583	8,950	10,064
Consultancy and Contract Services	16,070	14,000	15,745
Cyclical Maintenance Provision	7,824	13,300	14,375
Grounds	12,606	20,000	12,280
Heat, Light and Water	15,022	14,500	6,354
Rates	2,792	3,000	2,692
Repairs and Maintenance	10,661	5,500	5,598
Use of Land and Buildings	186,854	300,000	292,967
Security	2,928	2,500	3,245
Employee Benefits - Salaries	47,977	48,000	43,290
	311,317	429,750	406,610

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

## 7. Cash and Cash Equivalents

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Bank Accounts	20,255	-	51,020
Bank Call Account	230,728	227,606	169,259
Cash and cash equivalents for Statement of Cash Flows	250,983	227,606	220,279

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

## 8. Accounts Receivable

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Banking Staffing Underuse	-	-	3,048
Teacher Salaries Grant Receivable	101,557	100,000	104,622
	<u>101,557</u>	<u>100,000</u>	<u>107,670</u>
Receivables from Exchange Transactions	-	-	-
Receivables from Non-Exchange Transactions	101,557	100,000	107,670
	<u>101,557</u>	<u>100,000</u>	<u>107,670</u>

## 9. Investments

The School's investment activities are classified as follows:

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	95,000	95,000	95,000
Non-current Asset			
Long-term Bank Deposits	-	-	-
Total Investments	<u>95,000</u>	<u>95,000</u>	<u>95,000</u>

## 10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2021	\$	\$	\$	\$	\$	\$
Building Improvements	44,295	-	-	-	(2,726)	41,569
Furniture and Equipment	93,465	18,990	-	-	(17,393)	95,062
Information and Communication Technology	50,052	18,354	-	-	(20,090)	48,316
Leased Assets	-	20,583	-	-	(2,578)	18,005
Library Resources	10,415	-	-	-	(1,302)	9,113
<b>Balance at 31 December 2021</b>	<u>198,227</u>	<u>57,927</u>	<u>-</u>	<u>-</u>	<u>(44,089)</u>	<u>212,065</u>

The net carrying value of equipment held under a finance lease is \$18,005 (2020: \$0)

	2021	2021	2021	2020	2020	2020
	Cost or	Accumulated	Net Book	Cost or	Accumulated	Net Book
	Valuation	Depreciation	Value	Valuation	Depreciation	Value
	\$	\$	\$	\$	\$	\$
Building Improvements	64,774	(23,205)	41,569	71,780	(27,485)	44,295
Furniture and Equipment	208,903	(113,841)	95,062	197,944	(104,480)	93,464
Information and Communication T	176,304	(127,988)	48,316	186,680	(136,628)	50,052
Leased Assets	20,583	(2,578)	18,005	24,683	(24,683)	-
Library Resources	76,217	(67,104)	9,113	76,217	(65,802)	10,415
<b>Balance at 31 December</b>	<b>546,781</b>	<b>(334,716)</b>	<b>212,065</b>	<b>557,304</b>	<b>(359,078)</b>	<b>198,226</b>

## 11. Accounts Payable

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Creditors	22,029	10,000	9,161
Accruals	24,755	20,000	17,832
Banking Staffing Overuse	3,282	-	-
Employee Entitlements - Salaries	101,557	100,000	104,622
Employee Entitlements - Leave Accrual	7,381	7,000	6,586
	<b>159,004</b>	<b>137,000</b>	<b>138,201</b>
Payables for Exchange Transactions	159,004	137,000	138,201
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<b>159,004</b>	<b>137,000</b>	<b>138,201</b>

The carrying value of payables approximates their fair value.

## 12. Provision for Cyclical Maintenance

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Provision at the Start of the Year	29,745	29,745	21,922
Increase/ (decrease) to the Provision During the Year	7,824	13,300	14,375
Use of the Provision During the Year	-	(4,000)	(6,552)
Provision at the End of the Year	<b>37,569</b>	<b>39,045</b>	<b>29,745</b>
Cyclical Maintenance - Current	4,667	-	4,000
Cyclical Maintenance - Term	32,902	39,045	25,745
	<b>37,569</b>	<b>39,045</b>	<b>29,745</b>

### 13. Finance Lease Liability

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
No Later than One Year	4,384	2,476	2,476
Later than One Year and no Later than Five Years	17,402	5,000	-
Later than Five Years	-	-	-
Future Finance Charges	(3,531)	-	-
	<u>18,255</u>	<u>7,476</u>	<u>2,476</u>
<b>Represented by</b>			
Finance lease liability - Current	4,384	2,476	2,476
Finance lease liability - Term	13,871	5,000	-
	<u>18,255</u>	<u>7,476</u>	<u>2,476</u>

### 14. 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.

The Proprietor of the School (The Bishop of Palmerston North) is a related party of the Board because the proprietor appoints representatives to the Board, giving the proprietor significant influence over the Board. Any services or contributions between the Board and Proprietor have been disclosed appropriately, if the proprietor collects fund on behalf of the school (or vice versa) the amounts are disclosed.

The Proprietor provides land and buildings free of charge for use by the Board as noted in Note 1(c). The estimated value of this use during the current period is included in the Statement of Comprehensive Revenue and Expense as 'Use of Land and Buildings'.

BOT member Cushla Young is associated with the Taranaki Gifted Community Trust. The school made purchases of \$720 (Net) from the organisation in 2021.

## 15. Remuneration

### *Key management personnel compensation*

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

	<b>2021 Actual \$</b>	<b>2020 Actual \$</b>
<i>Board Members</i> Remuneration	4,670	5,240
<i>Leadership Team</i> Remuneration	543,987	612,940
Full-time equivalent members	5	6
Total key management personnel remuneration	548,657	618,180

There are **12** members of the Board excluding the Principal. The Board had held **7** full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider matters including finance and property.

### *Principal 1*

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

	<b>2021 Actual \$000</b>	<b>2020 Actual \$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140-150	130-140
Benefits and Other Emoluments	3-4	3-4
Termination Benefits	-	-

### *Other Employees*

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

<b>Remuneration \$000</b>	<b>2021 FTE Number</b>	<b>2020 FTE Number</b>
100-110	3	2
	3.00	2.00

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

## 16. Compensation and Other Benefits Upon Leaving

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

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

## 17. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

## 18. Commitments

### (a) Capital Commitments

As At 31 December 2021 the Board has no capital commitments

(Capital commitments at 31 December 2020: \$Nil)

### (b) Operating Commitments

As at 31 December 2021 there are no operating commitments. (2020:Nil)

## 19. Financial Instruments

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

### Financial assets measured at amortised cost

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash and Cash Equivalents	250,983	227,606	220,279
Receivables	101,557	100,000	107,670
Investments - Term Deposits	95,000	95,000	95,000
Total Financial assets measured at amortised cost	<u>447,540</u>	<u>422,606</u>	<u>422,949</u>

### Financial liabilities measured at amortised cost

Payables	159,004	137,000	138,201
Finance Leases	18,255	7,476	2,476
Total Financial Liabilities Measured at Amortised Cost	<u>177,259</u>	<u>144,476</u>	<u>140,677</u>

## 20. Events After Balance Date

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

## 21. Comparatives

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

## **22. COVID 19 Pandemic on going implications**

### **Impact of Covid-19**

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

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

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

### **Impact on operations**

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

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

### **Reduction in locally raised funds**

Under alert levels 4,3, and 2 the school's ability to undertake fund raising events in the community and/ or collect donations or other contributions from parents, may have been compromised. Costs already incurred arranging future events may not be recoverable.

### **Increased Remote learning additional costs**

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

## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF ST JOHN BOSCO SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2021

The Auditor-General is the auditor of St John Bosco School (the School). The Auditor-General has appointed me, Talia Anderson-Town, using the staff and resources of Silks Audit Chartered Accountants 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 19, that comprise the statement of financial position as at 31 December 2021, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2021; and
  - its financial performance and cash flows for the year then ended; and
  - comply with generally accepted accounting practice in New Zealand in accordance with with Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime

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

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

#### Basis for our opinion

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

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

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

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

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

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

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

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

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the 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 arises from the Public Audit Act 2001.

### **Other information**

The Board is responsible for the other information. The other information comprises Statement of Financial Responsibility, Board of Trustees schedule included under the School Directory page and the Analysis of Variance, but does not include the financial statements, Kiwisport statement included as appendices, 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.



**Talia Anderson-Town**  
**Silks Audit Chartered Accountants Ltd**  
**On behalf of the Auditor-General**  
**Whanganui, New Zealand**



School Name	St John Bosco	School Number	2233	Date	01.02.2022
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<b>Focus</b>	<b>Numeracy</b>
<b>Strategic / Annual Aim</b>	In relation to the New Zealand Curriculum, all Tamariki inclusive of those with learning needs will experience quality teaching through the engagement of challenging, personalised matea ako programmes.
<b>Target</b>	<p>To have all of our students inclusive of Maori and Pasifika and those with learning needs working within their expected curriculum level or at or above School Expectation in Maths.</p> <p><i>We expect that all Priority &amp; Targeted children will make significant &amp; accelerated progress meaning 1 or more years progress in Reading.</i></p>
<b>Baseline Data</b>	<p><b>When we look at our end of 2020 data:</b></p> <p>Overall at the end of the year we have 47 (17%) of our students working towards their expected curriculum level in maths. 187 (69%) are working at their expected curriculum level and 36 (14%) are working beyond their expected level. Overall 83% of our students are working at or beyond their expected level.</p> <p>Our girls mirror our school wide picture. 24 (16%) of our girls are working towards their expected curriculum level in maths. 109 (74%) are working at their expected curriculum level in maths. 14 (9%) of our girls are working beyond their expected curriculum level in maths. Overall we have 83% of our girls working at or beyond their expected curriculum level in maths. Our Year 3 cohort is an outlier with higher numbers of students working towards their expected curriculum level in maths.</p> <p>At the end of 2020 we have been able to move 18 out of 36 priority learners from working towards, to meeting the expected curriculum level for their age. 4 / 8 of our Maori, 11 out of 19 girls and 7 out of 18 boys have all moved from working towards to working at their expected curriculum levels.</p> <p>Our data shows 23 (18%) of our boys are working towards their expected curriculum level in maths. 78 (64%) are working at their expected curriculum level in maths. 22 (18%) of our boys are working beyond their expected curriculum level in maths. Overall we have 82% of our boys working at or beyond their expected curriculum level in maths. Our Year 4 and Year 5 cohorts are outliers with higher numbers of students working towards their expected curriculum level in maths.</p> <p>Our Maori Students skew our school wide picture with 86% working at or beyond their expected curriculum level in maths and only 14% working towards. Our data shows 6 (14%) of our Maori are working towards their expected curriculum level in maths. 36 (73%) are working at their expected curriculum level in</p>

maths. 6 (13%) of our Maori are working beyond their expected curriculum level in maths. Overall we have 83% of our Maori working at or beyond their expected curriculum level in maths.

Our Year 5 cohort is an outlier with higher numbers of students working towards their expected curriculum level in maths.

Our NZE Students have 80% working at or beyond their expected curriculum level. This is lower than any of the cohorts reported which would indicate that our NZE cohort is our biggest outlier cohort. Our data shows 36 (20%) of our NZE are working towards their expected curriculum level in maths. 121 (68%) are working at their expected curriculum level in maths. 21 (12%) of our NZE are working beyond their expected curriculum level in maths. Overall we have 80% of our NZE children working at or beyond their expected curriculum level in maths. Our Year 3, Year 4 and Year 5 cohorts are outliers with higher numbers of students working towards their expected curriculum level in maths.

Historical data of Priority Students

Maori	2014 34%	2015 27.6%	2016 24%	2017 25%	2018 10%	2019 17%	2020 14%
Girls	2014 21%	2015 18.0%	2016 23%	2017 16%	2018 14%	2019 18%	2020 16%
Boys	2014 17%	2015 19.0%	2016 19%	2017 20%	2018 19%	2019 20%	2020 18%

Actions Taken	Outcomes:
<p><b>Deliberate actions taken in 2021:</b></p> <ul style="list-style-type: none"> <li>- A Race to the Treasure- motivation for students to move through stages. Also linked to home learning.</li> <li>- HERO goals linked to our learning hub and resources attached to the learning goals</li> <li>- Children cross grouped to meet their needs</li> <li>- At the beginning of every term we revisited number knowledge for two weeks. This had a positive impact on learners. Lots of progress was seen through this.</li> <li>- Hands on learning, explorative. Using materials and making it fun e.g. smarties, making zoos, car parks etc...</li> <li>- Homework cards specific to goals they are learning at the time.</li> <li>- Clearfiles sent home with maths games and activities - with comment sheets for parents to note observations.</li> <li>- Regular Quick 8 number knowledge and basic fact maintenance</li> <li>- Cross class grouping and teaching within the collaboration</li> <li>- Priority Learners spending time weekly with support people with specific targeted learning focus - follow up with sending maths games home to practise at home.</li> <li>- Teacher aides /Educare students working with small groups of</li> </ul>	<p>Overall at the end of the year we have</p> <ul style="list-style-type: none"> <li>- 48 (18%) of our students are working towards their expected curriculum level in maths.</li> <li>- 177 (64%) are working at their expected curriculum level.</li> <li>- 50 (18%) are working beyond their expected level.</li> </ul> <p>Overall 82% of our students are working at or beyond their expected level.</p> <p>We identified 41 priority learners at the end of 2020. We have had 9 out of 41 priority learners move to meeting expectations but still have 32 students working towards expectation overall.</p> <p>Our girls mirror our school wide picture. 29 (20%) of our girls are working towards their expected curriculum level in maths. 94 (64%) are working at their expected curriculum level in maths. 23 (16%) of our girls are working beyond their expected curriculum level in maths. Overall we have 80% of our girls working at or beyond their expected curriculum level in maths. Our Year 2,3 &amp; 4 cohorts are outliers with higher numbers of students working towards their expected curriculum level in maths.</p> <p>Our data shows 19 (15%) of our boys are working towards their expected curriculum level in maths. 83 (64%) are working at their expected curriculum level in maths. 27 (21%) of our boys are working beyond their expected curriculum level in maths. Overall we have 85% of our boys working at or beyond their expected curriculum level in maths. Our Year 5 cohort is an outlier with higher numbers of students working towards their expected curriculum level in maths.</p>

students on number knowledge goals in the morning - quick sessions and games

- Having a strand day, more hands-on maths activities and more time set aside to spend on the strand goal than a normal maths session. Strand covered on a Thursday worked really well.
- Homework - set to follow up learning in class - maintenance.
- Kung fu basic facts - regular testing and monitoring. Posting success to Seesaw with expectations on the activity so parents are aware of levels they need to reach by certain year.
- Math Hub videos and lesson sequences: flipped learning model - watch video first then see the teacher. Or watching a video as a review for some students who require a little more.
- Collaboration/ cross class grouping
- **Hero goals** - specific learning outcomes. Monitoring these goals regularly and chasing students on goals from previous units. Sending homework to target these goals.
- Athletics - opportunities for students to practice learned skills with instant feedback/marking.
- Additional teacher time for students who are priority learners. Making the most of small moments to see booster groups.
- Using Seesaw for accountability on finishing work and using this time to chase students who require extra help.

Our data shows 9 (20%) of our Maori are working towards their expected curriculum level in maths. 30 (67%) are working at their expected curriculum level in maths. 56(13%) of our Maori are working beyond their expected curriculum level in maths. Overall we have 80% of our Maori working at or beyond their expected curriculum level in maths. Our Year 2 & 5 cohort are an outlier with higher numbers of students working towards their expected curriculum level in maths.

Our data shows 3 (10%) of our Asian Students are working towards their expected curriculum level in maths. 20 (67%) are working at their expected curriculum level in maths. 7 (23%) of our Asian students are working beyond their expected curriculum level in maths. Overall we have 90% of our Asian Students working at or beyond their expected curriculum level in maths.

Our NZE Students have 82% working at or beyond their expected curriculum level. This is lower than any of the cohorts reported which would indicate that our NZE cohort is our biggest outlier cohort. Our data shows 34 (18%) of our NZE are working towards their expected curriculum level in maths. 120 (63%) are working at their expected curriculum level in maths. 35(19%) of our NZE are working beyond their expected curriculum level in maths. Overall we have 82% of our NZE working at or beyond their expected curriculum level in maths. Our Year 2,3 & 4 cohorts are an outlier with higher numbers of students working towards their expected curriculum level in maths.

We identified 41 priority learners at the end of 2020. A priority learner is a student who is deemed to be working towards their expected level at the end of the academic year. You will note that we have had 9 out of 41 priority learners move to meeting expectation but still have 32 students working towards expectation overall. We have been able to move 9 out of 41 (22%) to work within their expected curriculum level.

#### Next Steps:

- **SJB Analysis Sheets used to identify team areas of targeted teaching.**
- **Termly deliberate maintenance across the strands.**
- **Review of teaching sequences in maths.**
- **Planning linked to school wide HERO goals.**
- **Consider Immersion of mathematical concept**
- **Maintaining basic facts as basic facts underpin all maths learning**

Focus

Literacy Reading

<b>Strategic / Annual Aim</b>	In relation to the New Zealand Curriculum, all Tamariki inclusive of those with learning needs will experience quality teaching through the engagement of challenging, personalised matea ako programmes.																								
<b>Target</b>	<p>To have all of our students inclusive of Maori and Pasifika and those with learning needs working within their expected curriculum level or at or above School Expectation in Reading.</p> <p><i>We expect that all Priority &amp; Targeted children will make significant &amp; accelerated progress meaning 1 or more years progress in Reading.</i></p>																								
<b>Baseline Data</b>	<p><b>When we look at our end of 2020 data:</b></p> <p>34 (13%) of our students are working towards their expected curriculum level in reading.  167 (66%) are working within their expected curriculum level.  53 (21%) are working beyond their expected level.</p> <p>Looking at our priority students we have moved 4 out of 21 from working towards their expected level to at. Girls (1), Boys (3), Maori (1), NZE (2) We now have 17 of our priority children who have made progress but are still working towards their expected curriculum level.</p> <p>Our Maori Students align largely with our school wide picture with 85% working at or beyond their expected curriculum level in reading and only 15% working towards. Our data shows 6 (13%) of our Maori are working towards their expected curriculum level in reading. 31 (69%) are working within their expected curriculum level in reading. 8 (18%) of our Maori are working beyond their expected curriculum level in reading. Overall we have 87% of our Maori working within or beyond their expected curriculum level in reading.</p> <p>Our NZE Students have 85% working at or beyond their expected curriculum level. Our data shows 25 (15%) of our NZE are working towards their expected curriculum level in reading. 110 (65%) are working within their expected curriculum level in reading. 33 (20%) of our NZE are working beyond their expected curriculum level in reading. Our Year 1, 3 and Year 5 cohorts are outliers with higher numbers of students working towards their expected curriculum level in reading.</p> <p>Our girls mirror our school wide picture. 15 (11%) of our girls are working towards their expected curriculum level in writing. 89 (66%) are working at their expected curriculum level in reading. 31 (23%) of our girls are working beyond their expected curriculum level in reading. Overall we have 89% of our girls working at or beyond their expected curriculum level in reading. Our Year 1 and 3 cohorts are outliers with higher numbers of students working towards their expected curriculum level in reading.</p> <p>Our boys slightly skew our school wide picture with 16% versus 11% working towards their expected curriculum level in reading. Although there is variance it is not a significant variance. In most cases nationally the variance is significantly greater than this. Our data shows 19(16%) of our boys are working towards their expected curriculum level in Reading. 78 (66%) are working at their expected curriculum level in reading. 22 (18%) of our boys are working beyond their expected curriculum level in reading. Overall we have 84% of our boys working at or beyond their expected curriculum level in reading. Our Year 5 cohort is an outlier with a higher number of students (8) working towards their expected curriculum level in reading.</p> <p>Historical data of Priority Students</p> <table border="1"> <tr> <td>Maori</td> <td>2014 16%</td> <td>2015 26%</td> <td>2016 24%</td> <td>2017 9%</td> <td>2018 10%</td> <td>2019 15%</td> <td>2020 13%</td> </tr> <tr> <td>Girls</td> <td>2014 9%</td> <td>2015 7%</td> <td>2016 12%</td> <td>2017 4%</td> <td>2018 10%</td> <td>2019 13%</td> <td>2020 11%</td> </tr> <tr> <td>Boys</td> <td>2014 13%</td> <td>2015 15%</td> <td>2016 15%</td> <td>2017 15%</td> <td>2018 14%</td> <td>2019 20%</td> <td>2020 16%</td> </tr> </table>	Maori	2014 16%	2015 26%	2016 24%	2017 9%	2018 10%	2019 15%	2020 13%	Girls	2014 9%	2015 7%	2016 12%	2017 4%	2018 10%	2019 13%	2020 11%	Boys	2014 13%	2015 15%	2016 15%	2017 15%	2018 14%	2019 20%	2020 16%
Maori	2014 16%	2015 26%	2016 24%	2017 9%	2018 10%	2019 15%	2020 13%																		
Girls	2014 9%	2015 7%	2016 12%	2017 4%	2018 10%	2019 13%	2020 11%																		
Boys	2014 13%	2015 15%	2016 15%	2017 15%	2018 14%	2019 20%	2020 16%																		

Actions Taken	Outcomes:
<ul style="list-style-type: none"> <li>- Structured Literacy PLD with Christine Braid</li> <li>- Purchase of decodable texts across the whole school</li> <li>- Phonological awareness to match Structured Literacy goals and embed reading strategy e.g. how to decode a word (blending) and encoding (hearing the word and breaking it into the smallest part - phonemes)</li> <li>- Seesaw tasks to match Structured literacy tasks</li> <li>- Slides that have been created to match the books and LI - these are so explicit and no longer looking for resources - all at teachers fingertips</li> <li>- Slides also support the sequence</li> <li>- Assessment matches and aligned to teaching points and is monitored closely. HERO goals match assessment.</li> <li>- Target children receive small group sessions daily to meet their next steps. Closely monitor these children</li> <li>- Rocket words - to teach tricky words and supported at home.</li> <li>- Small groups (4-6) to meet needs. Children cross grouped across the classes</li> <li>- Home connection sheets to match children's learning in class and fluency strips.</li> <li>- Structured Literacy session for parents to share understandings</li> <li>- Reading Recovery intervention groups - structured literacy focused.</li> <li>- Structured literacy - focus on sound development and blending skills rather than whole words and memory.</li> <li>- Sight word cards home</li> <li>- Sunshine sets 1 - 5 teaching and learning slides created and used as teaching guides</li> <li>- Specific wordlists for learning sent home via Seesaw.</li> <li>- Home connection sheets that go home to support in class teaching, and support the decodable text that goes home the next day.</li> <li>- Two days structured literacy and two days pm/colour wheel exposure.</li> <li>- Phonics poem weekly for shared reading - with specific targeted follow up responses / activities</li> <li>- Sound of the week on a Friday that follows the sequence of the sunshine decodables - exposure to the different sounds and alternative graphemes - link between reading and writing</li> <li>- Learning High Frequency words - sending home word rings, testing weekly with Nana Mary</li> <li>- Literacy Hub slides: Using books that explicitly teach the goals - adapting when needed.</li> <li>- Structured literacy with decodable texts, multisyllabic strategy, dots and dashes and</li> </ul>	<p>Overall at the end of year we have 40 (15%) of our students working towards their expected curriculum level in Reading. 157 (59%) are working at their expected curriculum level and 73 (27%) are working beyond their expected level. Overall 85% of our students are working at or beyond their expected level.</p> <p>We identified 29 priority learners at the end of 2020. We have had 9 out of 41 priority learners move to meeting expectations but still have 32 students working towards expectation overall.</p> <p>At the end of 2021 7 out of 29 priority learners have moved to meeting expectations or working within their expected level. 22 remain working towards their expected level.</p> <p>Our girls mirror our school wide picture. 21 (15%) of our girls are working towards their expected curriculum level in writing. 80 (57%) are working at their expected curriculum level in reading. 40 (29%) of our girls are working beyond their expected curriculum level in reading. Overall we have 86% of our girls working at or beyond their expected curriculum level in reading. Our Year 2 and Year 4 cohorts are outliers with higher numbers of students working towards their expected curriculum level in reading.</p> <p>Our data shows 19 (15%) of our boys are working towards their expected curriculum level in Reading. 77 (60%) are working at their expected curriculum level in reading. 33 (26%) of our boys are working beyond their expected curriculum level in reading. Overall we have 86% of our boys working at or beyond their expected curriculum level in reading. Our Year 1 &amp; 2 cohorts are outliers with a higher number of students 6 working towards their expected curriculum level in reading.</p> <p>Our data shows 6 (14%) of our Maori are working towards their expected curriculum level in reading. 29 (65%) are working within their expected curriculum level in reading. 10 (23%) of our Maori are working beyond their expected curriculum level in reading. Overall we have 88% of our Maori working within or beyond their expected curriculum level in reading.</p> <p>Our data shows 21(4%) of our Asian children are working towards their expected curriculum level in reading. 17 (63%) are working within their expected curriculum level in reading. 9 (34%) of our Asian children are working beyond their expected curriculum level in reading. Overall we have 96% of our Asian children working within or beyond their expected curriculum level in reading.</p>

<ul style="list-style-type: none"> <li>- links between reading and spelling.</li> <li>- Literacy Hub slides: Using books that explicitly teach the strategy. Adjusting the slides - making them better and the teaching more explicit.</li> <li>- Using slides to guide rotation activities - using accountability strategies such as Seesaw Activities and Friday catch up time.</li> <li>- HERO evidence uploaded by the students.</li> <li>- Regular PROBE testing to support students to monitor progress.</li> <li>- Regular monitoring of books bags, word cards, spelling lists by Teacher Aide for support group.</li> <li>- <b>HERO goals:</b> really specific scaffolding of goals.</li> <li>- Guided teaching including modelling, prompting, explaining, directing, telling and giving feedback</li> </ul>	<p>Our NZE Students have 85% working at or beyond their expected curriculum level. Our data shows 31 (17%) of our NZE are working towards their expected curriculum level in reading. 105 (57%) are working within their expected curriculum level in reading. 51 (28%) of our NZE are working beyond their expected curriculum level in reading. Our Year 1, 2 &amp; 4 cohorts are an outlier with higher numbers of students working towards their expected curriculum level in reading.</p>
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<b>Next Steps:</b>	
<ul style="list-style-type: none"> <li>- Staff PLD- Focusing on writing , with a particular focus on grammar and spelling, and application across the curriculum to reduce cognitive load and the impact of this intervention will be correlated with a rise in writing performance.</li> <li>- Professional readings and discussions linked to our PLD on Structured Literacy.</li> <li>- Modelling / Observations - Teachers becoming more aware of what might structured literacy look like in class</li> <li>- School Improvement plans to be lead by Management - Focus on priority/target learners and support accelerated learning</li> <li>- Creating learning scopes / progressions / planning sequences and assessments linked to structured literacy</li> <li>- Resourcing the new models of learning</li> </ul>	

<b>Focus</b>	<b>Literacy Writing</b>
<b>Strategic / Annual Aim</b>	In relation to the New Zealand Curriculum, all Tamariki inclusive of those with learning needs will experience quality teaching through the engagement of challenging, personalised matea ako programmes.
<b>Target</b>	To have all of our students inclusive of Maori and Pasifika and those with learning needs working within their expected curriculum level or at or above School Expectation in writing. <i>We expect that all Priority &amp; Targeted children will make significant &amp; accelerated progress meaning 1 or more years progress in writing.</i>
<b>Baseline Data</b>	<p><b>When we look at our end of 2020 data:</b></p> <p>Overall at the end of 2020 we have 28 (10%) of our students working towards their expected curriculum level in writing. 202 (76%) are working at their expected curriculum level and 41 (14%) are working beyond their expected level. Overall 90% of our students are working at or beyond their expected level.</p> <p>Our Year 3, Year 4 and Year 5 cohorts are outliers with higher numbers of students working towards their expected curriculum level in writing.</p> <p>At the end of 2020 we have been able to move 6 out of 18 priority learners from working towards, to meeting the expected curriculum level for their age. 2 / 11 boys, 4 / 8 girls and 1 / 4 Maori have moved from working towards to working at the expected curriculum level.</p>

Our girls mirror our school wide picture. 10 (7%) of our girls are working towards their expected curriculum level in writing. 110 (74%) are working at their expected curriculum level in writing. 28 (19%) of our girls are working beyond their expected curriculum level in writing. Overall we have 94% of our girls working at or beyond their expected curriculum level in writing. Our Year 3 cohort are outliers with higher numbers of students working towards their expected curriculum level in writing.

Our data shows 18 (14%) of our boys are working towards their expected curriculum level in writing. 92 (75%) are working at their expected curriculum level in writing. 13 (11%) of our boys are working beyond their expected curriculum level in writing. Overall we have 85% of our boys working at or beyond their expected curriculum level in writing. Our Year 4 and Year 5 cohorts are outliers with higher numbers of students working towards their expected curriculum level in writing.

Our Maori Students skew our school wide picture with 92% working at or beyond their expected curriculum level in writing and only 8% working towards. Our data shows 4 (8%) of our Maori are working towards their expected curriculum level in writing. 38 (79%) are working at their expected curriculum level in writing. 6 (13%) of our Maori are working beyond their expected curriculum level in writing.

Our NZE Students have 87% working at or beyond their expected curriculum level. Our data shows 23 (13%) of our NZE are working towards their expected curriculum level in writing. 131 (74%) are working at their expected curriculum level in writing. 23 (14%) of our NZE are working beyond their expected curriculum level in writing. Our Year 3 and Year 5 cohorts are outliers with higher numbers of students working towards their expected curriculum level in writing.

Our girls are achieving slightly higher than our boys with 7% vs 14% below expectation and 94% vs 85% at or beyond. Our Maori cohort are exceeding most cohorts within our school. Only 8% are working towards the expected level. Our Year 4 & 5 cohort in relation to boys are outliers and will be a basis for targeted action in 2021.

Historical data of Priority Students

Maori	2014 19%	2015 23%	2016 21%	2017 9%	2018 13%	2019 8%	2020 8%
Girls	2014 8%	2015 8%	2016 8%	2017 4%	2018 9%	2019 6%	2020 7%
Boys	2014 17%	2015 18%	2016 18%	2017 10%	2018 25%	2019 12%	2020 14%

Actions Taken	Outcomes:
<p><b>Deliberate actions taken to accelerate learning in 2021:</b></p> <ul style="list-style-type: none"> <li>- Structured Literacy - explicitly teaching the phonemes has impacted on writing as children are confident to take a risk and use the sounds they know. Integration between reading and writing)</li> <li>- Needs based groups to help with teacher modelling and explaining goals as all students are working around the same level.</li> <li>- Language experience- motivating learners to write about an experience-</li> </ul>	<p>Overall at the end of the 2021 year we have</p> <ul style="list-style-type: none"> <li>- 24 (10%) of our students are working towards their expected curriculum level in writing.</li> <li>- 198 (72%) are working at their expected curriculum level.</li> <li>- 52 (18%) are working beyond their expected level.</li> </ul> <p>Overall 90% of our students are working at or beyond their expected level.</p>

all shared ideas/ sparkly words etc.

- Using structured literacy LI's in writing to reinforce learning and using decodable books to help e.g. oo sound or adjacent consonants (br).
- Slides - Visual modelling books for motivation.
- Specific wordlists - ie. connectives, sentence openings given
- Cross class grouping and teaching within the collaboration lessening the spread.
- Word cards available for those who need it.
- One-to-one writing support with Teacher Aid or Educare worker.
- Using Hero to intentionally look at goals - children setting a personal goal (T4)
- Sound of the week on a Friday that follows the sequence of the sunshine decodables - exposure to the different sounds and alternative graphemes - link between reading and writing
- Pull out group teaching for students who need support. Links between reading and spelling.
- High expectations for our support groups.
- Slides and teaching sequences linked to **Hero goals** - specific learning outcomes.
- Writing warm ups on a cyclic review to teach surface goals, such as punctuation & language features.
- Use of writing prompts to begin writing: giving them sentence starters. Takes away cognitive load.
- Deliberate focus on handwriting has reduced cognitive load on

At the end of 2020 we identified 23 students that were still working toward their expected curriculum level. 11 of these children have moved to meeting their expected level. 12 priority learners continue to work and make progress towards their expected curriculum level.

Our girls mirror our school wide picture. 8 (6%) of our girls are working towards their expected curriculum level in writing. 113 (77%) are working at their expected curriculum level in writing. 25 (17%) of our girls are working beyond their expected curriculum level in writing. Overall we have 94% of our girls working at or beyond their expected curriculum level in writing.

Our boys are slightly below our girls. Although there is variance it is not a significant variance. Our data shows 16 (13%) of our boys are working towards their expected curriculum level in writing. 85 (67%) are working at their expected curriculum level in writing. 27 (21%) of our boys are working beyond their expected curriculum level in writing. Overall we have 88% of our boys working at or beyond their expected curriculum level in writing. Our Year 3 and Year 5 cohort is an outlier with higher numbers of students working towards their expected curriculum level in writing.

Our data shows 6 (13%) of our Maori are working towards their expected curriculum level in writing. 33 (73%) are working at their expected curriculum level in writing. 6 (13%) of our Maori are working beyond their expected curriculum level in writing. Over all 86% of our students are working at or beyond their expected level.

Our data shows 2 (7%) of our Asian students are working towards their expected curriculum level in writing. 20 (67%) are working at their expected curriculum level in writing. 8 (26%) of our Asian students are working beyond their expected curriculum level in writing. Overall 93% are working at or beyond their expected level.

Our data shows 16 (9%) of our NZE are working towards their expected curriculum level in writing. 135 (72%) are working at their expected curriculum level in writing. 37 (19%) of our NZE are working beyond their expected curriculum level in writing. Overall 91% of our NZE children are working at or beyond their expected level. Our Year 3 cohort is an outlier with higher numbers of students working towards their expected curriculum level in writing.

#### Next Steps:

#### Next Steps:

- Staff PLD- Focusing on writing , with a particular focus on grammar and spelling, and application across the curriculum to reduce cognitive load and the impact of this intervention will be correlated with a rise in writing performance.
- Professional readings and discussions linked to our PLD on Structured Literacy.
- Modelling / Observations - Teachers becoming more aware of what might structured literacy look like in class
- School Improvement plans to be lead by Management - Focus on priority/target learners and support accelerated learning

- Creating learning scopes / progressions / planning sequences and assessments linked to structured literacy
- Resourcing the new models of learning

#### Areas of Strength:

2021 has been a year with many variances due to the continued worldwide pandemic of Covid19. It has been a year of great uncertainty with many external pressures linked to Covid 19, mandates and safety measures within our school. This year has seen continued pressures on tamariki, whanau and staff, bringing increased pressures and fatigue onto families and individuals. Home learning has in many ways impacted on tamariki, whanau and staff both positively and negatively. The pressure to educate children at home whilst managing ever changing dynamics related to covid19, family life in general alongside work demands for many of our families and staff was intense. This led our schools governance and management teams reviewing and enriching our wellbeing programmes. Our initial focus on return to school in term 3 after Covid was purely wellbeing and reducing heightened levels of anxiety and worry within our tamariki and whanau. A purposefully written pandemic education plan was the basis on which we focused our entire home learning programme on. Our main areas of focus were

- Maintain routines and normality.
- Provide an opportunity to continue learning alongside their learning goals.
- Provide consistency in our approach and not create disparity between classes.
- Provide parents with support.
- To allow socialisation with classroom teachers to continue in some way.

There is also a lot to celebrate in relation to 2021. Our areas of improvement have been identified through moderation of data as a school and by looking deeper into sources of school wide information used to make overall teacher judgments. When we as a school look at aspects of assessment tools used we can very clearly identify group's, students and areas of the curriculum that require inquiring into to lift and enhance achievement of our students. Initially the above areas for improvement have been identified and discussed during management meetings. These areas above have also been identified during Board of Trustees Meetings as we look and analyse the data provided. This data has also been moderated and discussed as a whole staff in staff meetings and also within teams or syndicates.

Schoolwide improvement plans have developed our ability as a school to identify trends and identify areas of strength and weakness. This alongside a self review model that collects the voice of the teaching and management staff is ensuring focused and timely response to needs that are arising. Being guided in this process by an outside agency also is ensuring high accountability within our organisation.

As mentioned the 2021 year has been a year of many ups and downs linked to Covid19. With a focus on wellbeing we also worked hard to ensure when we moved back through alert levels we were engaging with our whanau in a non demanding and less pressured manner. We believe through high levels of communication that we had great engagement with children back at school quickly. When we look at our everyday matters attendance analysis this is reflected strongly in our reports showing we are above in all national comparisons made against our school.

As a school and a Board we expect that all children need to be given the tools and skills to be successful learners. Having groups of children below expectation means it is our duty to put plans in place to lift their achievement. This year has seen our school further refine, enrich and extend our progression, goal based method of reporting and recording of progress made. Historical tests are used as a source of triangulation of the level of achievement and amount of progress the students have made. This has led the school to providing rich learning tasks and resources that students have anytime access to and through shared agency is empowering our students to monitor and track their own progress. Whanau are informed of students' progress through weekly posting of key areas of learning through SeeSaw and also goal based moment in time reporting using HERO each term. This allows our whanau to engage weekly with their tamariki's learning and keep informed of progress across curriculum levels being made.

### Areas of strength identified in 2021:

- Maori Achievement continues to be an area of strength across all targets set. Our Maori students are achieving alongside or in cases better than their peers. Maths has higher levels of Maori working towards their expected levels than other curriculum areas but in this case they are still achieving alongside or in cases better than their peers.
- Writing is a school-wide strength in 2021. We have 90% of our children working within or beyond their expected curriculum levels. In particular our girls and Maori achievement in this area is a real strength.
- Clear and coherent pathways are ensuring our students are building continually on skills and knowledge gained each year.
- Student attendance has allowed us to refocus our learning quickly once back onsite
- Staff wellbeing has also ensured we can keep working towards our expected targets during 2021. Reducing some workload pressures on return from lockdown aided in keeping staff well and not fatigued during the remainder of the year.

### Areas of Development:

#### 1. Deeper and outcome focused conversations:

Establishing regular collaborative teaching meetings allows us to focus on our team's priority learners needs which takes precedence over whole school staff meetings. Priority will be given to Collaborative team meetings focused on accelerating progress. All conversations and actions will be recorded in the students priority learner profile. Teachers will critically reflect on learner progress & agency & the conditions to maximize this. This will largely be done through staff change meetings and also during team and partner collaboration meetings. A deliberate and more intentional expectation that all staff will reflect, update and act on priority learner profiles in week 1 of each term will ensure we maximise opportunities to accelerate and support our priority learners. Massey University will also be engaged to help us unpack a structured literacy approach that we believe strongly will enhance our reading and writing programmes and provide even more directed support towards our priority learners. In relation to Numeracy, beginning of the month school basic facts and number knowledge tests will ensure our children are empowered through great number knowledge to attack all aspects of the maths curriculum with confidence.

#### 2. Reduce Cognitive Load in Numeracy

Our Numeracy improvement plan seeks to strengthen mathematics knowledge and build teacher capability in the teaching and assessment of mathematics and statistics. As a result our student progress and achievement will be stronger and coherent. Our mathematics professional learning and development will include:

- the development of teacher knowledge about the value and importance of linking learning at home with learning at school
- a focus on ensuring that all parents and whānau are supported to understand where their children are currently at in their learning, and what their next learning steps will be
- a focus on the importance of culturally responsive learning and teaching that values the cultures, identities, and languages of all learners and their parents, families, and whānau.
- whole-school staff meetings for the development of common, consistent curriculum messages, culturally responsive pedagogies, assessment and planning
- individual teacher and syndicate meetings to analyse student achievement data, attending particularly to students in need of accelerated progress and addressing issues of in-school variance of student achievement
- individual teacher meetings to set and review personal developmental goals

- classroom modelling, observation, and follow-up discussion
- syndicate and staff meetings to develop effective pedagogy, content knowledge, and programmes to accelerate learning
- leadership meetings for planning and reflection on the learning needs of the staff
- mentoring and coaching where and when needed.

### **3. Structured Literacy**

We need to continue to examine the extensive research in the studies of the science of reading, writing and spelling. It's important that we become aware of the importance of ensuring children have had the chance to learn the connections between letter sounds and letter shapes and formation. We want to break down and understand how the brain processes letters in a word to build word knowledge or orthographic maps. We believe if we have the knowledge and resources for teaching the code explicitly and systematically, those children who are hard to move in relation to reading and writing outcomes will improve through the implementation of an explicit and systematic approach.

A whole school focus on Structured Literacy will be used as an intervention and method of effective practice to accelerate, strengthen and broaden each learner's knowledge and understanding relating to phonological awareness. This will help and foster children's ability to decode and sound out words in the context of reading, writing and spelling.

#### **Other areas of interest include:**

Boys writing: 13% of our boys compared to 6% of girls are working towards expectation. This will continue to be an area that we unpack and work towards reducing disparity. Continued and refined integration of authentic language experiences in our junior school and focused and scaffolded agentic genre writing in our middle and senior school will be our focuses in 2022 to further reduce disparity.

2022 Year cohorts: Based on our 2021 end of year data, our Year 2, Year 3 and Year 5 cohorts in relation to Literacy will be cohorts that are tracked in 2022. There are larger numbers of children in these three cohorts working towards expectation than others. In regards to reading we will investigate how structured literacy can better support these children as well as looking at how we can better use our Reading Recovery allocation to better support groups of children alongside individuals.

Based on our 2021 end of year data, our Year 3, Year 4, Year 5 and Year 6 cohorts in relation to Numeracy will be cohorts that are tracked in 2022. There are larger numbers of children in these four cohorts working towards expectation than others. We will track their progress across stages in each aspect of our school maths curriculum every term with a start and end of unit data reflection.

# Kiwi Sport Report 2021

Kiwi sport is a Government funding initiative to support students' participation in organised sport. In 2021, the school received total Kiwi sport funding of \$3859.57 (excluding GST).

The school continues to have more children becoming involved in organised out of school sports activity. This has meant further purchase of uniform and equipment allowing children to participate at minimal cost to the family.

During 2021 the funding was spent on...

Increasing the resources and equipment the school needed. This included equipment for Basketball, netball, rugby and cricket teams. We also purchased another set of school multipurpose uniforms.

During 2021 all classes took part in a skills and game sense based programme aimed at increasing students physical ability and activity both in school and out of school. Our focus was increased confidence in a cooperative games environment with a focus on being engaged and competitive.

Our School also held its school swimming sports at the New Plymouth aquatic centre. This included all children in our school. There was a mix of traditional and fun activities that allowed all students to confidently participate. The school meet the costs of bus transport and the entry fee for all students.

Taranaki Cricket and Taranaki Rugby also worked in our school during 2021. All of these sporting entities worked alongside our staff and children over the period of 1-2 weeks ensuring our children had ample opportunity to learn the fundamental skills related to the sport. This resulted in increased children taking part in the organised sports offered by two codes.

*Our Kiwi sport funding has over 2021 helped increase the numbers of children involved in organised sports teams as well. In 2021 we had...*

- Six school cricket teams,
- Five school touch rugby teams,
- Nine School netball teams winter & Five School teams Summer,
- Seven School / Club soccer teams,
- Four school hockey teams,
- Three school basketball teams

As a school we organised whole school

- Swimming Sports
- Cross Country

In 2021 the amount of physical education being offered has continued to increase, as has the number of children participating in organised sports. We

continue to send large numbers of children to local sports events held in New Plymouth.

Dee Luckin  
Principal – St John Bosco School

TRUSTEES	TITLE	HOW POSITION GAINED	TERM EXPIRY
Michael Normanton	Chairperson	proprietors rep	2022
Dee Luckin	Principal	n/a	n/a
Keri Fleming	Vice Chairperson	voted	2022
Hamish Gunson	Trustee	proprietors rep	2022
Ronie Asi	Trustee	proprietors rep	2022
Cushla Young	Staff Rep	voted	2022
Brian Smith	Trustee	voted	2022
Jordan McFadyen	Trustee	appointed	2022
Pauline Thomson	Trustee	voted	2022
Colleen Tuuta	Trustee	proprietors rep	2022