

KONINI SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

Ministry Number:	1335
Principal:	Andrew Ducat
School Address:	44 Withers Road, Glen Eden, Auckland 0602
School Postal Address:	44 Withers Road, Glen Eden, Auckland 0602
School Phone:	09 818 5005
School Email:	office@konini.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expired/ Expire
Amanda Burns	Parent Rep	Elected	Jun-22
Amitha Krishnamurthi	Parent Rep	Elected	Jun-22
Andrew Ducat	Principal	Appointed	Current
Gill Aldworth	Staff Rep	Elected	Jun-22
Jon Kearins	Parent Rep	Elected	Jun-22
Richard Skevington	Chairperson	Elected	Jun-22
Scott Williams	Parent Rep	Elected	Jun-22

Service Provider:

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

KONINI SCHOOL

Annual Report - For the year ended 31 December 2020

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Konini School

Statement of Responsibility

For the year ended 31 December 2020

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 2020 fairly reflects the financial position and operations of the school.

The School's 2020 financial statements are authorised for issue by the Board.

Richard Andrew Skevington
Full Name of Board Chairperson


Signature of Board Chairperson

31/05/21
Date:

Andrew Ducat
Full Name of Principal


Signature of Principal

31 / 05 / 2021
Date:

Konini School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue				
Government Grants	2	4,239,497	3,691,009	3,936,472
Locally Raised Funds	3	42,602	59,800	229,547
Interest income		2,156	10,000	9,859
		<hr/>	<hr/>	<hr/>
		4,284,255	3,760,809	4,175,878
Expenses				
Locally Raised Funds	3	27,792	21,800	62,833
Learning Resources	4	2,660,410	2,188,317	2,416,186
Administration	5	178,378	162,800	172,449
Finance		2,398	2,870	2,864
Property	6	1,304,882	1,266,695	1,200,929
Depreciation	7	137,205	116,000	127,484
Loss on Disposal of Property, Plant and Equipment		12,332	-	4,511
		<hr/>	<hr/>	<hr/>
		4,323,397	3,758,482	3,987,256
Net Surplus / (Deficit) for the year		(39,142)	2,327	188,622
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
		(39,142)	2,327	188,622

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

Konini School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2020

	Notes	Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
Balance at 1 January		1,025,563	1,025,563	836,941
Total comprehensive revenue and expense for the year		(39,142)	2,327	188,622
Equity at 31 December	23	986,421	1,027,890	1,025,563
Retained Earnings		986,421	1,027,890	1,025,563
Equity at 31 December		986,421	1,027,890	1,025,563

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.

Konini School

Statement of Financial Position

As at 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	287,810	431,212	365,885
Accounts Receivable	9	184,518	157,012	157,012
GST Receivable		11,846	20,805	20,805
Prepayments		8,687	18,796	18,796
Funds due for Capital Works Projects	17	9,298	1,103	1,102
Inventories	10	486	1,064	1,064
Investments	11	30,000	-	-
		<u>532,645</u>	<u>629,992</u>	<u>564,664</u>
Current Liabilities				
Accounts Payable	13	233,035	225,542	225,541
Provision for Cyclical Maintenance	14	5,074	-	-
Painting Contract Liability - Current Portion	15	-	15,373	15,373
Finance Lease Liability - Current Portion	16	15,094	14,522	14,522
		<u>253,203</u>	<u>255,437</u>	<u>255,436</u>
Working Capital Surplus/(Deficit)		279,442	374,555	309,228
Non-current Assets				
Property, Plant and Equipment	12	826,459	701,506	764,506
Work in Progress		-	45,620	45,620
		<u>826,459</u>	<u>747,126</u>	<u>810,126</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	99,010	84,197	84,197
Finance Lease Liability	16	20,471	9,594	9,594
		<u>119,481</u>	<u>93,791</u>	<u>93,791</u>
Net Assets		<u><u>986,421</u></u>	<u><u>1,027,890</u></u>	<u><u>1,025,563</u></u>
Equity	23	<u><u>986,421</u></u>	<u><u>1,027,890</u></u>	<u><u>1,025,563</u></u>

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

Konini School

Statement of Cash Flows

For the year ended 31 December 2020

		2020	2020	2019
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		942,443	1,018,163	835,415
Locally Raised Funds		51,194	287,065	182,646
Goods and Services Tax (net)		8,959	(52,958)	(52,958)
Payments to Employees		(443,528)	(389,346)	(344,321)
Payments to Suppliers		(423,711)	(371,127)	(463,832)
Cyclical Maintenance Payments in the year		(5,463)	(101,819)	(24,980)
Interest Paid		(2,398)	(2,870)	(2,864)
Interest Received		2,420	11,078	10,937
Net cash from/(to) Operating Activities		129,916	398,186	140,043
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(136,647)	(405,483)	(449,838)
Purchase of Investments		(30,000)	-	-
Proceeds from Sale of Investments		-	-	364,019
Net cash from/(to) Investing Activities		(166,647)	(405,483)	(85,819)
Cash flows from Financing Activities				
Finance Lease Payments		(17,775)	(9,434)	(18,074)
Painting contract payments		(15,373)	(19,305)	(19,305)
Funds Held for Capital Works Projects		(8,196)	(276,487)	(2,322)
Net cash from/(to) Financing Activities		(41,344)	(305,226)	(39,701)
Net increase/(decrease) in cash and cash equivalents		(78,075)	(312,523)	14,525
Cash and cash equivalents at the beginning of the year	8	365,885	743,735	351,360
Cash and cash equivalents at the end of the year	8	287,810	431,212	365,885

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.

Konini School

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

a) Reporting Entity

Konini 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 of Trustees (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 2020 to 31 December 2020 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.

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.

Use of land and buildings grants are recorded as revenue in the period the School uses the land and buildings. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown.

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.

Grants for the use of land and buildings are also 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 Proprietor. Use of land and building grants are recorded as income in the period the school uses the land and building.

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) Use of Land and Buildings Expense

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of 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 expense that is offset by a non-cash grant from the Ministry.

e) 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.

f) 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.

g) 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.

h) 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.

i) Inventories

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

j) 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.

k) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	40 years
Furniture and equipment	10 years
Information and communication technology	4 years
Leased assets held under a Finance Lease	3-5 years
Library resources	12.5% Diminishing value

l) Intangible Assets

Software costs

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance or licensing of software are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. Its fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

m) 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.

n) 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.

o) 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.

p) Revenue Received in Advance

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

q) 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 for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

r) Financial Instruments

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

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

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

s) 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.

t) Budget Figures

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

u) Services received in-kind

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

2. Government Grants

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operational Grants	739,818	722,097	647,727
Teachers' Salaries Grants	2,254,849	1,853,717	2,069,231
Use of Land and Buildings Grants	1,039,192	1,005,395	1,031,826
Resource Teachers Learning and Behaviour Grants	42,087	35,000	65,667
Other MoE Grants	135,307	73,300	122,021
Other Government Grants	28,244	1,500	-
	<u>4,239,497</u>	<u>3,691,009</u>	<u>3,936,472</u>

The school has opted in to the donations scheme for this year. Total amount received was \$68,250.

Other MOE Grants total includes additional COVID-19 funding totalling \$8,496 for the year ended 31 December 2020.

3. Locally Raised Funds

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue			
Donations	1,726	-	105,761
Activities	8,810	14,000	50,454
Trading	17,177	30,000	41,258
Fundraising	14,889	15,800	32,074
	<u>42,602</u>	<u>59,800</u>	<u>229,547</u>
Expenses			
Activities	13,926	13,100	46,535
Trading	11,121	6,000	10,582
Fundraising (Costs of Raising Funds)	2,745	2,700	5,716
	<u>27,792</u>	<u>21,800</u>	<u>62,833</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>14,810</u>	<u>38,000</u>	<u>166,714</u>

4. Learning Resources

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Curricular	47,233	44,200	53,664
Equipment Repairs	15,845	17,500	25,239
Library Resources	2,479	3,000	2,768
Employee Benefits - Salaries	2,529,127	2,064,617	2,247,588
Staff Development	65,726	59,000	86,927
	<u>2,660,410</u>	<u>2,188,317</u>	<u>2,416,186</u>

5. Administration

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Audit Fee	6,120	6,000	6,280
Board of Trustees Fees	4,510	5,000	4,895
Board of Trustees Expenses	2,235	2,800	5,195
Communication	6,952	6,400	7,320
Consumables	9,076	11,000	9,314
Operating Lease	55	-	55
Other	12,792	12,600	13,353
Employee Benefits - Salaries	114,574	98,500	106,142
Insurance	6,485	6,500	6,093
Service Providers, Contractors and Consultancy	15,579	14,000	13,802
	<u>178,378</u>	<u>162,800</u>	<u>172,449</u>

6. Property

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Caretaking and Cleaning Consumables	56,377	45,200	47,178
Cyclical Maintenance Provision	25,350	38,500	(38,339)
Grounds	70,332	51,500	43,613
Heat, Light and Water	22,320	22,000	30,400
Rates	114	100	96
Repairs and Maintenance	13,944	21,000	24,011
Use of Land and Buildings	1,039,192	1,005,395	1,031,826
Security	2,335	4,000	3,268
Employee Benefits - Salaries	74,918	79,000	58,876
	<u>1,304,882</u>	<u>1,266,695</u>	<u>1,200,929</u>

The use of land and buildings figure represents 8% 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. Depreciation

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Building Improvements - Crown	8,581	7,255	8,800
Furniture and Equipment	71,646	60,573	48,741
Information and Communication Technology	31,463	26,600	46,593
Leased Assets	20,189	17,069	17,804
Library Resources	5,326	4,503	5,546
	<u>137,205</u>	<u>116,000</u>	<u>127,484</u>

8. Cash and Cash Equivalents

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash on Hand	250	250	250
Bank Current Account	287,161	330,563	265,236
Bank Call Account	399	399	399
Short-term Bank Deposits	-	100,000	100,000
	<u>287,810</u>	<u>431,212</u>	<u>365,885</u>

Cash and cash equivalents for Statement of Cash Flows

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

9. Accounts Receivable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Receivables	-	8,592	8,592
Interest Receivable	35	299	299
Teacher Salaries Grant Receivable	184,483	148,121	148,121
	<u>184,518</u>	<u>157,012</u>	<u>157,012</u>
Receivables from Exchange Transactions	35	8,891	8,891
Receivables from Non-Exchange Transactions	184,483	148,121	148,121
	<u>184,518</u>	<u>157,012</u>	<u>157,012</u>

10. Inventories

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Stationery	486	1,064	1,064
	<u>486</u>	<u>1,064</u>	<u>1,064</u>

11. Investments

The School's investment activities are classified as follows:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Asset			
Short-term Bank Deposits	30,000	-	-
	<u>30,000</u>	<u>-</u>	<u>-</u>

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2020	\$	\$	\$	\$	\$	\$
Building Improvements	153,488	-	(5,666)	-	(8,581)	139,241
Furniture and Equipment	478,538	139,753	(3,678)	-	(71,646)	542,967
Information and Communication Technology	72,130	37,744	(2,010)	-	(31,463)	76,401
Leased Assets	21,531	29,224	-	-	(20,189)	30,566
Library Resources	38,819	4,769	(978)	-	(5,326)	37,284
Balance at 31 December 2020	764,506	211,490	(12,332)	-	(137,205)	826,459

The net carrying value of equipment held under a finance lease is \$30,566 (2019: \$21,531)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2020	\$	\$	\$
Building Improvements	352,153	(212,912)	139,241
Furniture and Equipment	1,073,242	(530,274)	542,967
Information and Communication Technology	278,640	(202,239)	76,401
Leased Assets	54,908	(24,342)	30,566
Library Resources	147,356	(110,072)	37,284
Balance at 31 December 2020	1,906,299	(1,079,839)	826,459

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Building Improvements	162,288	-	-	-	(8,800)	153,488
Furniture and Equipment	180,764	346,515	-	-	(48,741)	478,538
Information and Communication Technology	66,978	51,745	-	-	(46,593)	72,130
Leased Assets	34,901	4,433	-	-	(17,804)	21,531
Library Resources	42,917	5,959	(4,511)	-	(5,546)	38,819
Balance at 31 December 2019	487,848	408,652	(4,511)	-	(127,484)	764,506

The net carrying value of equipment held under a finance lease is \$21,531 (2018: \$34,901)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Building Improvements	363,890	(210,402)	153,488
Furniture and Equipment	1,050,486	(571,948)	478,538
Information and Communication Technology	466,359	(394,229)	72,130
Leased Assets	57,357	(35,826)	21,531
Library Resources	146,270	(107,451)	38,819
Balance at 31 December 2019	2,084,362	(1,319,856)	764,506

13. Accounts Payable"

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operating Creditors	4,429	50,366	50,366
Accruals	6,116	6,277	6,276
Banking Staffing Overuse	16,648	3,013	3,013
Employee Entitlements - Salaries	184,483	148,120	148,120
Employee Entitlements - Leave Accrual	21,359	17,766	17,766
	<u>233,035</u>	<u>225,542</u>	<u>225,541</u>
Payables for Exchange Transactions	233,035	225,542	225,541
	<u>233,035</u>	<u>225,542</u>	<u>225,541</u>

The carrying value of payables approximates their fair value.

14. Provision for Cyclical Maintenance"

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Provision at the Start of the Year	84,197	84,197	147,516
Increase/ (decrease) to the Provision During the Year	26,350	38,500	(31,628)
Use of the Provision During the Year	(6,463)	(38,500)	(31,691)
Provision at the End of the Year	<u>104,084</u>	<u>84,197</u>	<u>84,197</u>
Cyclical Maintenance - Current	5,074	-	-
Cyclical Maintenance - Term	99,010	84,197	84,197
	<u>104,084</u>	<u>84,197</u>	<u>84,197</u>

15. Painting Contract Liability"

	2020 Actual \$	2020 Budget \$	2019 Actual \$
Current Liability	-	15,373	15,373
	<u>-</u>	<u>15,373</u>	<u>15,373</u>

16. Finance Lease Liability"

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
No Later than One Year	17,632	14,522	16,037
Later than One Year and no Later than Five Years	21,986	9,594	10,338
	<u>39,618</u>	<u>24,116</u>	<u>26,375</u>

17. 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:

	2020	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
ILE Classroom Upgrade	<i>in progress</i>	(1,990)	-	(15,059)	-	(17,050)
Hall Upgrade	<i>completed</i>	(1,486)	-	-	1,486	-
ILE Block 9 Refurbishment	<i>in progress</i>	2,374	-	-	-	2,374
LSC Office Project	<i>in progress</i>	-	44,079	(38,954)	-	5,125
Administration Modernisation	<i>in progress</i>	-	16,500	(14,826)	-	1,674
Site Landscaping	<i>in progress</i>	-	15,031	(16,452)	-	(1,421)
Totals		(1,102)	75,610	(85,291)	1,486	(9,298)

Represented by:

Funds Due from the Ministry of Education	9,298
	<u>9,298</u>

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
ILE Classroom Upgrade	<i>in progress</i>	246,150	3,407	(251,547)	-	(1,990)
Hall Upgrade	<i>in progress</i>	(1,486)	-	-	-	(1,486)
ILE Block 9 Refurbishment	<i>in progress</i>	-	76,050	(73,676)	-	2,374
Block 18 Outdoor Learning	<i>completed</i>	30,720	4,813	(35,533)	-	-
Totals		275,384	84,270	(360,756)	-	(1,102)

18. 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.

19. Remuneration

Key management personnel compensation

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

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	4,510	4,895
Full-time equivalent members	0.10	0.11
<i>Leadership Team</i>		
Remuneration	373,358	297,377
Full-time equivalent members	3	3
Total key management personnel remuneration	377,868	302,272
Total full-time equivalent personnel	3.10	3.11

The full time equivalent for Board members has been determined based on attendance at Board meetings, Committee meetings and for other obligations of the Board, such as stand downs and suspensions, plus the estimated time for Board members to prepare for meetings.

Principal 1

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

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140-150	140 - 150
Benefits and Other Emoluments	20-25	15 -20
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2020 FTE Number	2019 FTE Number
100-110	3.00	0.00
	3.00	0.00

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

20. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, committee member, 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:

	2020 Actual	2019 Actual
Total	-	-
Number of People	-	-

21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2020 (Contingent liabilities and assets at 31 December 2019: nil).

Holidays Act Compliance – schools payroll

The Ministry of Education performs payroll processing and payments on behalf of school boards of trustees, 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. The current phase of this review is to design potential solutions for any compliance breaches discovered in the initial phase of the Programme. 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 2020, a contingent liability for the school may exist.

22. Commitments

(a) Capital Commitments

As at 31 December 2020 the Board has entered into contract agreements for capital works as follows:

- (a) \$134,366 contract for Removal of Asbestos Cladding to be completed in 2021, which will be fully funded by the Ministry of Education. \$0.00 has been received of which \$0.00 has been spent on the project to date; and
- (a) \$165,000 contract for Administration Modernisation to be completed in 2021, which will be fully funded by the Ministry of Education. \$16,500 has been received of which \$14,826 has been spent on the project to date; and
- (a) \$150,315 contract for Landscaping to be completed in 2021, which will be fully funded by the Ministry of Education. \$15,031 has been received of which \$16,452 has been spent on the project to date.

(Capital commitments at 31 December 2019: \$nil)

23. Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but attempts to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

24. 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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash and Cash Equivalents	287,810	431,212	365,885
Receivables	184,518	157,012	157,012
Investments - Term Deposits	30,000	-	-
Total Financial assets measured at amortised cost	<u>502,328</u>	<u>588,224</u>	<u>522,897</u>

Financial liabilities measured at amortised cost

Payables	233,035	225,542	225,541
Finance Leases	35,565	24,116	24,116
Painting Contract Liability	-	15,373	15,373
Total Financial Liabilities Measured at Amortised Cost	<u>268,600</u>	<u>265,031</u>	<u>265,030</u>

25. Events After Balance Date

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

26. Comparatives

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

Independent Auditor's Report

To the readers of Konini School's Financial statements For the year ended 31 December 2020

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

Opinion

We have audited the financial statements of the School on pages 2 to 18, that comprise the statement of financial position as at 31 December 2020, 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 2020; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 31 May 2021. This is the date at which our opinion is expressed.

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

Basis of opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

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

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

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

Independence

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

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



Kumar Aravinda
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand



Konini School Analysis of Variance 2020



Introduction

The Konini School Charter is the Board of Trustees guiding document. The Charter outlines our aspirations as a school to Engage, Connect and Inspire our learners. Our Strategic Goals center around the three simple headings of Learning, Culture and Environments. Our goals are interwoven and provide us with our guiding values, which are;

Whanaungatanga – The importance of building strong, positive and respectful relationships

Kaitiakitanga – Valuing our environment and recognising the importance of building and embedding sustainable practice

Manaakitanga - Respecting yourself, others and wider community

Mātauranga - Valuing the importance of learning and the wisdom you can learn from others

Konini School is committed to fulfilling the intentions of the National Education Goals and the requirements of the National Administration Guidelines. We will achieve this through an ongoing cycle of self-review to ensure that;

- We provide a safe, positive and respectful learning environment
- Our policies and procedure's framework is up to date and reflective of current legislation
- We plan and deliver effective learning programmes that engage and challenge learners
- We effectively communicate with all stakeholders to improve the learning outcomes for all students

Our school is fully committed to working successfully on the government priorities for the educational achievement of Māori, Pasifika and learners with special education needs. The current projects that reflect these priorities are:

- An ongoing development focus on the teaching of literacy and mathematics in order to improve rates of achievement for our students
- Specialized programmes that identify students with individual needs and provide specific learning programmes to support their development and progress
- Develop a strategy to engage Māori learners and whanau and raise levels of achievement

Andrew Ducat
Principal

Our Vision: To empower Confident, Connected, Creative Citizens

Our Values: Whanaungatanga Kaitiakitanga Manaakitanga Mātauranga

Our Strategic Goals

Ako - Learning

To implement an innovative and engaging local curriculum that:

- Is adaptive to the needs and interests of our learners
- Provides support and challenge for all our learners

Taiao - Environments

1. To provide modern and attractive learning facilities for our pupils, staff and community to access by:

- Developing and implementing a 3-year modernisation plan for our learning facilities

2. To provide safe and easy access to our extensive grounds for pupils, staff and community so;

- Environmental Education and Outdoor Learning programmes can be delivered effectively

Ahurea - Culture

To develop a schoolwide kaupapa that embodies culturally responsive relationships, values and pedagogies by:

- Implementing a Relational Based Learning programme
- Implementing effective Te Reo Māori and Tikanga Māori across the school
- Celebrating individual and cultural identity
- Following the core principles and practices of Positive Behaviour for Learning (PB4L) and Restorative Practice (RP)

Konini Kaupapa

We are a Positive Behaviour for Learning (PB4L) School. PB4L underpins everything we do. It is interwoven in the values that shape and maintain our school kaupapa. To foster a culture of mutual respect and achieve high expectations for student learning and behaviour we;

- Maintain a school learning environment that is positive and supportive
 - Ensure that expectations are clear and consistent
 - Celebrate effort, and achievement
 - Teach expectations to set children up for success
- Demonstrate consistency and fairness when responding to inappropriate behaviour

Konini Kid *(Leaver profile - when pupils leave Konini we want them to be Confident, Connected, Creative Citizens)*

Pupils at Konini will display the following dispositions;

- | | |
|---|--|
| <ul style="list-style-type: none">• Perseverance• Creativity• Critical thinking | <ul style="list-style-type: none">• Collaboration• Empathy/Kindness• Citizenship/Active engagement |
|---|--|

Ako - Learning

To implement an innovative and engaging local curriculum that;

Is adaptive to the needs and interests of our learners

Provides support and challenge for all our learners

Strategic Goal	Actions - what are we going to do	Expected Outcomes - End of Year	Actual Outcomes
<p>Local curriculum Developing a Local Curriculum that is reflective of CRP and incorporates sustainable practice goals</p>	<p>Review current values and graduate profile (Konini Kid - dispositions) Innovation team leaders and SLT to lead the prioritising of AO from NZC Trail Inquiry planning and delivery model</p>	<p>Develop a cohesive local curriculum document for full implementation in 2021</p>	<p>We have completed the revisioning of the values. In 2021, Inquiry will integrate new values. Vision and graduate profile have been revised and aligned. Local Curriculum document will be introduced in 2021 at the start of the year and built on each term, linking in key components of High Expectation teaching coupled with Relationships Based Practice. Principal and DPs to lead this work.</p>
<p>Trial the DMIC (Developing Maths Inquiry Communities) process with a cohort of teachers from across all year levels.</p>	<p>Maths Innovation to lead trail of DMIC Maths Innovation team to introduce new overview and Continuous Curriculum Document (CCD) <i>*Link in with Kotuitui</i></p>	<p>All staff to be familiar with the CCD Secured PLD for staff in DMIC for 2021 Maths team ready to lead DMIC</p>	<p>COVID 19 and key member of staff going on maternity leave meant that this project was deferred until 2021. Have already consulted with PLD providers to support trial of DMIC. Have decided to have DMIC as minor focus in 2021 and a schoolwide focus in 2022.</p>

<p>Introduce the Reading and Writing progressions across all year levels</p>	<p>Literacy Innovation team to lead the implementation of learning progression in Reading and Writing Promote pupil use of the progressions to empower pupils to identify 'next steps' <i>*Link in with Kotuitui</i></p>	<p>All staff to be using the Reading and Writing progressions Evidence of pupils using Konini Progressions in class (pupils accessing Progressions in books or on displays)</p>	<p>Progressions have been introduced. Writing progressions have been in use for well over a year. Will need to spend time in 2021 working collaboratively during moderation of assessment processes using progressions to form OTJ. DPs and TJs to lead this work.</p>
<p>Implement the Digital Technologies Curriculum</p>	<p>ELearning team to support staff with the familiarity of new DTC Monitor the use of eLearning tools to share/celebrate learning. Look at the consistency of sharing of work, through Seesaw, across the school</p>	<p>DTC incorporated into planning. All staff using Seesaw across the school minimum of twice per term</p>	<p>Use of Seesaw and other digital platforms has been used extensively in 2020. Have not formally measured uploading of content. Staff have attended PLD on new DTC and have developed a sound understanding of the new curriculum. Tacey to mentor Anne and Shannon in 2021 so they are able to lead the delivery of the DTC at Konini by mentoring/supporting staff.</p>
<p>Evaluate the effectiveness of Learning Support programmes for individual learners - STEPS Spring Making Words</p>	<p>SLT to review the impact of Learning Support programmes delivered in 2019 and priorities Learning Support timetable for 2020</p>	<p>Term 1 review 2019 data Term 2 and 3 LSC to support LS team deliver STEPs and Spring with target cohort Term 4 evaluate the effectiveness of programmes</p>	<p>Due to COVID 19 and an increase in our need to target learning support funding towards high needs children - Steps and Spring were not delivered in T2 and 3. However, LSC has reviewed Steps and Spring programmes and identified barriers/challenges in the effective delivery of programmes which will be addressed in 2021.</p>

<p>Invest in a wide range of enrichment learning opportunities for our learners - Leadership, Sport, Enviro Clubs, Dance, Music, Kapa Haka,</p>	<p>Innovation team leaders to set goals for enrichment opportunities for 2020 BoT to budget for Enviro Education teacher, Kapa Haka tutor, Specialist Dance teaching, and enrichment Music opportunities</p>	<p>Forest Kaitiaki programme delivered successfully with every class taking part in regeneration project each term Two planting bees involving community members carried out and regular 'volunteer mornings' offered to parents during the week</p> <p>School Kapa Haka to have a strong presence at school and community events All pupils to take part in dance/movement sessions for a term</p> <p>Music and Dance enrichment opportunities to be delivered weekly - KC Dance groups, Marimba, recorder and ukulele groups</p> <p>Overview of enrichment opportunities delivered in 2020 to be shared with BoT</p>	<p>Sarah successfully delivered the Forest Kaitiaki programme in 2020. Only 1 community planting bee was carried out due to community lock down restrictions. However, classes were engaged in planting activities during Forest Kaitiaki sessions.</p> <p>Matua Gary delivered Kapa Haka again at Konini in 2020. The number of pupils involved in Kapa Haka in 2020 up 40% from previous year as two sessions are now offered - Senior and Middle.</p> <p>Cat and Nikita successfully delivered class and enrichment music/dance sessions in 2021. Both offer lunchtime sessions as well. Evidence of the uptake and enjoyment in programmes could be clearly seen at Matariki and EoY Picnic performance.</p> <p>Senior school students shared a presentation at BoT meeting, sharing enrichment and learning activities they enjoy at Konini.</p>
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Taiao - Environments

<p>1. To provide modern and attractive learning facilities for our pupils, staff and community to use by;</p> <ul style="list-style-type: none"> Developing and implementing a 3-year modernisation plan for our learning facilities 	<p>2. To provide safe and easy access to our extensive grounds for pupils, staff and community so;</p> <ul style="list-style-type: none"> Environmental Education and Outdoor Learning programmes can be delivered effectively.
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Strategic Goal	Actions	Expected Outcomes	Actual Outcome
To provide modern and attractive learning facilities for our pupils, staff and community	<p>BoT to work with Project Manager and MoE Property Manager to prioritise maintenance, refurbishment and school improvement projects</p> <p>BoT to develop and implement a 3-year modernisation plan for our learning facilities</p>	<p>3 Year Property/Grounds Improvement plan in place</p> <p>Priority projects for 2020 carried out</p>	<p>3 Year Property/grounds plan in place.</p> <p>Projects carried out in 2020 -planting native trees/shrubs beside the story tree track, replacing roofing above walkway between room 18/19, New planter boxes built in main court area, 4 new shade sails erected.</p>
To provide safe and easy access to our extensive grounds and facilities for pupils, staff and the community so Environmental	Consult with pupils, staff and community	<p>5 Year Environment Plan in place</p> <p>Priority projects for 2020 carried out</p>	5 Year Environment Plan still to be developed. BoT have carried

Education and Outdoor Learning programmes can be delivered effectively	Build partnerships with local, regional and national organisations to source additional advice and resourcing BoT to develop and implement a 5-year Environment plan for the restoration and enhancement of our bush area		out a walk around of grounds - next step to prioritise key tasks. A strategy is required for sourcing additional resources for the projects associated with the Environmental Plan.
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Ahurea - Culture

<p>To implement a school-wide approach that embodies culturally responsive relationships, values and pedagogies by;</p> <ul style="list-style-type: none"> • Implementing a Relational Based Learning programme • Implementing effective Te Reo Māori and Tikanga Māori across the school • Celebrating individual and cultural identity • Following the core principles and practices of PB4L and RP

Strategic Goal	Actions	Expected Outcomes	Actual Outcome
Upskill staff on RBL processes and practices	ToDs delivered to upskill staff and provide the catalyst for 2020 whole school PLD Collecting Voice in 2019 (pupils, staff and community) and follow	All staff to have taken part in whole school RBL PLD opportunities in 2020 New appraisal system successfully implemented	Despite COVID 19 interruptions, RBL was successfully delivered in 2020. DP's established new appraisal process for teaching team. LSC

	<p>up with feedback from facilitator to set PLD goals Staff to engage in shared professional reading - Teaching to the North East PLD facilitator to provide background research to provide context Revisiting of staff appraisal PLD for impact coaches in preparation 2021</p>	<p>Impact coaches identified for 2021</p>	<p>developed modified system for the LA team based on the same principles. The delivery and implementation of RBL was very successful. As a result of the positive engagement by staff and the effective leadership of VR and PLD provider impact coaches were identified and trained in 2020 and were signed off by PLD provider. This means that Impact Coaches can start 2021 with a solid grounding in supporting/coaching team members.</p>
<p>Implement the effective delivery/modelling of Te Reo Māori and Tikanga Māori across the school</p>	<p>ToDs delivered to upskill staff and provide the catalyst for 2020 whole school PLD Valuing Te Pou as Kaitiaki of school - focus for whole school Term 1 Inquiry</p> <p>High level of visibility of Te Reo Māori across the school through incidental conversation, assemblies, waiata, signage and communication systems (staff meetings, staff week notes</p>	<p>Pupils and staff using Te Reo Maori in class, at school events, assemblies, etc School to adopt a new set of values that are reflective of Te Reo Maori, Te Pou and our local community New school signage and murals to go up providing evidence of Te Reo Maori Te Pou to be restored followed by a celebration event</p>	<p>Te reo and tikanga Māori modelled/followed consistently at school events (assemblies, meetings, hui). Staff professional knowledge is being supported by DP - with new knowledge shared weekly. Knowledge of Te Pou and local whakapapa was explored extensively during T1 and 2's Inquiry. New values, which reflect Te Reo and Tikanga Māori have been agreed upon. Signage work to be carried out in 2021.</p>

	<p>and admin meetings, community newsletters and community)</p> <p>Update school values</p> <p>Ongoing staff PLD provided via ToD, Admin, Te Reo Leaders, Kapa Haka and school kaupapa</p>		<p>Noho Marae took place during Christmas/Summer break - all staff invited - 80% of teaching team and 40% of the support staff team were able to attend the 3 day, 2 night noho.</p> <p>Cost of restoration work on Te Pou required additional quotes which were difficult to obtain. Work postponed to 2021.</p>
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Konini School

KIWISPORT NOTE

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2020, the school received total Kiwisport funding of \$6590.90 (excluding GST). The funding was spent on employing a Sports Activator. The number of students participating in organised sport is 100% of the school roll.