

MASSEY PRIMARY SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

Ministry Number:	1363
Principal:	Bruce Barnes
School Address:	326 Don Buck Road, Massey, Auckland 0614
School Postal Address:	326 Don Buck Road, Massey, Auckland 0614
School Phone:	09 833 7232
School Email:	masseyprimary@xtra.co.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expired/ Expire
Arthur Brown	Elected	Deputy Chairperson	Jun-22
Bruce Barnes	Current	Principal	Current
Janelle Erahima	Elected	Parent Representative	Jun-22
Jessica Wilkins	Elected	Chairperson	Jun-22
Kirsten TeWao	Elected	Parent Representative	Jun-22
Kirsty Mew	Elected	Parent Representative	Jun-22
Mali Allen	Elected	Staff Representative	Jun-22

Service Provider:

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

MASSEY PRIMARY SCHOOL

Annual Report - For the year ended 31 December 2020

Index

Page	Statement
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Financial Statements	
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<u>1</u>	Statement of Responsibility
----------	-----------------------------

<u>2</u>	Statement of Comprehensive Revenue and Expense
----------	--

<u>3</u>	Statement of Changes in Net Assets/Equity
----------	---

<u>4</u>	Statement of Financial Position
----------	---------------------------------

<u>5</u>	Statement of Cash Flows
----------	-------------------------

<u>6 - 18</u>	Notes to the Financial Statements
---------------	-----------------------------------

Other Information	
--------------------------	--

Analysis of Variance	
----------------------	--

Kiwisport	
-----------	--

Massey Primary 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.

Jess Wilkins

Full Name of Board Chairperson

Bruce Barnes

Full Name of Principal

J. Wilkins

Signature of Board Chairperson

B Barnes

Signature of Principal

31-5-2021

Date:

31-5-2021

Date:

Massey Primary School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
Revenue				
Government Grants	2	4,677,278	3,789,550	4,084,679
Locally Raised Funds	3	67,766	48,900	203,252
Interest income		10,262	6,000	20,051
		<u>4,755,306</u>	<u>3,844,450</u>	<u>4,307,982</u>
Expenses				
Locally Raised Funds	3	62,418	53,000	148,193
Learning Resources	4	2,874,121	2,487,047	2,635,909
Administration	5	210,622	181,476	222,799
Finance		5,527	7,300	7,086
Property	6	1,074,620	1,034,493	1,058,815
Depreciation	7	72,978	74,000	74,445
Loss on Disposal of Property, Plant and Equipment		3,096	-	5,398
		<u>4,303,382</u>	<u>3,837,316</u>	<u>4,152,645</u>
Net Surplus / (Deficit) for the year		451,924	7,134	155,337
Other Comprehensive Revenue and Expense				
Total Comprehensive Revenue and Expense for the Year		<u>451,924</u>	<u>7,134</u>	<u>155,337</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.

Massey Primary 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		1,143,388	1,143,388	988,051
Total comprehensive revenue and expense for the year		451,924	7,134	155,337
Equity at 31 December	24	1,595,312	1,150,522	1,143,388
Retained Earnings		1,595,312	1,150,522	1,143,388
Equity at 31 December		1,595,312	1,150,522	1,143,388

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.

Massey Primary School

Statement of Financial Position

As at 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Assets				
Cash and Cash Equivalents	8	809,876	1,042,757	976,623
Accounts Receivable	9	224,159	156,212	156,212
GST Receivable		34,518	24,207	24,207
Prepayments		-	2,762	2,762
Funds due for Capital Works Projects	17	61,286	-	-
Inventories	10	170	262	262
Investments	11	566,465	231,544	231,544
		<u>1,696,474</u>	<u>1,457,744</u>	<u>1,391,610</u>
Current Liabilities				
Accounts Payable	13	313,986	213,214	213,214
Revenue Received in Advance	14	104	25	25
Provision for Cyclical Maintenance	15	42,271	82,071	82,071
Finance Lease Liability - Current Portion	16	23,676	32,901	32,901
Funds held for Capital Works Projects	17	-	128,844	128,844
Funds held on behalf of Kiwi Park Cluster	18	17,557	-	-
		<u>397,594</u>	<u>457,055</u>	<u>457,055</u>
Working Capital Surplus/(Deficit)		<u>1,298,880</u>	<u>1,000,689</u>	<u>934,555</u>
Non-current Assets				
Property, Plant and Equipment	12	<u>390,314</u>	<u>212,030</u>	<u>271,029</u>
		<u>390,314</u>	<u>212,030</u>	<u>271,029</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	71,027	27,641	27,642
Finance Lease Liability	16	22,857	34,556	34,556
		<u>93,884</u>	<u>62,197</u>	<u>62,198</u>
Net Assets		<u><u>1,595,312</u></u>	<u><u>1,150,522</u></u>	<u><u>1,143,388</u></u>
Equity	24	<u><u>1,595,312</u></u>	<u><u>1,150,522</u></u>	<u><u>1,143,388</u></u>

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

Massey Primary 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		1,233,552	1,065,215	985,985
Locally Raised Funds		67,845	48,745	203,097
Goods and Services Tax (net)		(10,311)	(10,655)	(10,655)
Funds Administered on Behalf of Third Parties		17,557	-	-
Payments to Employees		(371,610)	(319,611)	(326,720)
Payments to Suppliers		(425,741)	(411,347)	(543,845)
Cyclical Maintenance Payments in the year		(327)	(1,459)	(1,178)
Interest Paid		(5,527)	(7,300)	(7,086)
Interest Received		10,362	6,061	20,112
Net cash from/(to) Operating Activities		515,800	369,649	319,710
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(121,194)	(22,241)	(5,647)
Purchase of Investments		(334,921)	(231,544)	361,066
Net cash from/(to) Investing Activities		(456,115)	(253,785)	355,419
Cash flows from Financing Activities				
Finance Lease Payments		(36,302)	(48,445)	(56,749)
Funds Held (Due) for Capital Works Projects		(190,130)	128,844	128,844
Net cash from/(to) Financing Activities		(226,432)	80,399	72,095
Net increase/(decrease) in cash and cash equivalents		(166,747)	196,263	747,224
Cash and cash equivalents at the beginning of the year	8	976,623	846,494	229,399
Cash and cash equivalents at the end of the year	8	809,876	1,042,757	976,623

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.

Massey Primary School

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

a) Reporting Entity

Massey Primary 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 15.

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.

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) 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.

m) 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.

n) 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.

o) Revenue Received in Advance

Revenue received in advance relates to fees received from students and 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.

p) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of the School's control. These amounts are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

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	974,060	836,153	856,867
Teachers' Salaries Grants	2,535,946	2,096,094	2,231,293
Use of Land and Buildings Grants	895,719	824,093	867,401
Resource Teachers Learning and Behaviour Grants	41,316	-	33,958
Other MoE Grants	226,362	33,210	95,160
Other Government Grants	3,875	-	-
	<u>4,677,278</u>	<u>3,789,550</u>	<u>4,084,679</u>

The school has opted in to the donations scheme for this year. Total amount received was \$80,700.

Other MOE Grants total includes additional COVID-19 funding totalling \$16,913 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	390	-	73,767
Activities	859	500	21,597
Trading	15,332	6,500	16,148
Fundraising	51,185	41,900	91,740
	<u>67,766</u>	<u>48,900</u>	<u>203,252</u>
Expenses			
Activities	7,120	26,000	85,887
Trading	8,151	4,500	6,442
Fundraising (Costs of Raising Funds)	47,147	22,500	55,864
	<u>62,418</u>	<u>53,000</u>	<u>148,193</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>5,348</u>	<u>(4,100)</u>	<u>55,059</u>

4. Learning Resources

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Curricular	77,378	102,680	87,371
Equipment Repairs	10,049	12,500	13,664
Library Resources	5,081	5,710	2,302
Employee Benefits - Salaries	2,750,681	2,333,517	2,478,611
Staff Development	30,932	32,640	53,961
	<u>2,874,121</u>	<u>2,487,047</u>	<u>2,635,909</u>

5. Administration

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	6,420	4,000	6,590
Board of Trustees Fees	3,875	3,100	3,155
Board of Trustees Expenses	8,381	8,300	11,272
Communication	6,614	6,500	7,615
Consumables	21,058	19,200	21,349
Operating Lease	17,686	16,000	11,703
Legal Fees	-	-	23,961
Other	7,677	9,000	7,571
Employee Benefits - Salaries	113,606	96,800	105,675
Insurance	8,021	5,076	7,552
Service Providers, Contractors and Consultancy	17,284	13,500	16,356
	210,622	181,476	222,799

6. Property

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	64,280	63,100	73,048
Cyclical Maintenance Provision	3,912	2,500	(11,810)
Grounds	9,022	18,000	8,643
Heat, Light and Water	17,005	22,000	23,076
Rates	182	1,500	227
Repairs and Maintenance	37,891	30,800	43,180
Use of Land and Buildings	895,719	824,093	867,401
Security	1,858	7,500	1,711
Employee Benefits - Salaries	44,751	65,000	53,339
	1,074,620	1,034,493	1,058,815

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	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Building Improvements - Crown	4,691	4,757	4,691
Furniture and Equipment	25,118	25,470	27,296
Information and Communication Technology	2,985	3,027	4,306
Leased Assets	37,303	37,825	35,417
Library Resources	2,881	2,921	2,735
	72,978	74,000	74,445

8. Cash and Cash Equivalents

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash on Hand	200	200	200
Bank Current Account	772,391	574,149	508,015
Bank Call Account	37,285	37,262	37,262
Short-term Bank Deposits	-	431,146	431,146
Cash and cash equivalents for Statement of Cash Flows	809,876	1,042,757	976,623

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 \$
Interest Receivable	1,849	1,949	1,949
Teacher Salaries Grant Receivable	210,249	154,263	154,263
Banked Staffing Underuse	12,061	-	-
	224,159	156,212	156,212
Receivables from Exchange Transactions	1,849	1,949	1,949
Receivables from Non-Exchange Transactions	222,310	154,263	154,263
	224,159	156,212	156,212

10. Inventories

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Stationery	170	262	262
	170	262	262

11. Investments

The School's investment activities are classified as follows:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Asset			
Short-term Bank Deposits	566,465	231,544	231,544
Total Investments	566,465	231,544	231,544

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2020	\$	\$	\$	\$	\$	\$
Building Improvements	97,990	-	-	-	(4,691)	93,299
Furniture and Equipment	84,130	174,043	(192)	-	(25,118)	232,863
Information and Communication Technology	5,259	-	(55)	-	(2,985)	2,219
Leased Assets	64,504	15,379	(815)	-	(37,303)	41,765
Library Resources	19,148	6,751	(2,850)	-	(2,881)	20,168
Balance at 31 December 2020	271,031	196,173	(3,912)	-	(72,978)	390,314

The net carrying value of equipment held under a finance lease is \$41,575 (2019: \$64,502)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2020	\$	\$	\$
Building Improvements	437,621	(344,322)	93,299
Furniture and Equipment	646,382	(413,518)	232,863
Information and Communication Technology	64,694	(62,474)	2,219
Leased Assets	114,516	(72,751)	41,765
Library Resources	38,512	(18,344)	20,168
Balance at 31 December 2020	1,301,725	(911,409)	390,314

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Building Improvements	102,681	-	-	-	(4,691)	97,990
Furniture and Equipment	95,982	15,489	(45)	-	(27,296)	84,130
Information and Communication Technology	9,914	855	(1,204)	-	(4,306)	5,259
Leased Assets	79,268	20,651	-	-	(35,417)	64,502
Library Resources	20,292	5,739	(4,148)	-	(2,735)	19,148
Balance at 31 December 2019	308,137	42,734	(5,397)	-	(74,445)	271,029

The net carrying value of equipment held under a finance lease is \$64,502 (2018: \$79,270)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Building Improvements	437,621	(339,631)	97,990
Furniture and Equipment	483,474	(399,344)	84,130
Information and Communication Technology	87,177	(81,918)	5,259
Leased Assets	127,987	(63,483)	64,502
Library Resources	37,314	(18,166)	19,148
Balance at 31 December 2019	1,173,573	(902,542)	271,029

13. Accounts Payable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operating Creditors	86,094	42,620	42,620
Accruals	6,420	6,590	6,590
Employee Entitlements - Salaries	210,249	154,263	154,263
Employee Entitlements - Leave Accrual	11,223	9,741	9,741
	<u>313,986</u>	<u>213,214</u>	<u>213,214</u>
Payables for Exchange Transactions	313,986	213,214	213,214
	<u>313,986</u>	<u>213,214</u>	<u>213,214</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Other	104	25	25
	<u>104</u>	<u>25</u>	<u>25</u>

15. Provision for Cyclical Maintenance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Provision at the Start of the Year	109,713	109,713	122,701
Increase/ (decrease) to the Provision During the Year	3,912	2,500	(11,810)
Use of the Provision During the Year	(327)	(2,500)	(1,178)
Provision at the End of the Year	<u>113,298</u>	<u>109,713</u>	<u>109,713</u>
Cyclical Maintenance - Current	42,271	82,071	82,071
Cyclical Maintenance - Term	71,027	27,641	27,642
	<u>113,298</u>	<u>109,712</u>	<u>109,713</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	26,804	32,901	37,631
Later than One Year and no Later than Five Years	24,474	34,556	37,913
	<u>51,278</u>	<u>67,457</u>	<u>75,544</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 \$
Reroof Block 1 & Toilet Upgrade	<i>in progress</i>	128,844	841,040	(1,123,198)	-	(153,314)
LS Room and Resources	<i>in progress</i>	-	166,500	(74,472)	-	92,028
Totals		128,844	1,007,540	(1,197,670)	-	(61,286)

Represented by:

Funds Due from the Ministry of Education	61,286
	61,286

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
Reroof Block 1 & Toilet Upgrade	<i>in progress</i>	-	407,145	(278,301)	-	128,844
Totals		-	407,145	(278,301)	-	128,844

18. Funds Held on Behalf of Cluster / Kiwisport Activator

Massey Primary School is the lead school and holds funds on behalf of the cluster, a group of schools funded by the Ministry.

	2020 Actual \$	2020 Budget \$	2019 Actual \$
Funds Held at Beginning of the Year	-	-	-
Funds Received from Cluster Members	24,463	-	-
Funds Received from MoE	47,184	-	-
Funds Spent on Behalf of the Cluster	(54,090)	-	-
Funds Held at Year End	17,557	-	-

19. 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.

20. 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	3,875	3,155
Full-time equivalent members	0.09	0.05
<i>Leadership Team</i>		
Remuneration	301,677	295,311
Full-time equivalent members	2.00	2.00
Total key management personnel remuneration	305,552	298,466
Total full-time equivalent personnel	2.09	2.05

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

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	180-190	170-180
Benefits and Other Emoluments	0	-
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	1.00	3.00
110-120	2.00	
	3.00	3.00

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

21. 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 \$0	2019 Actual \$0
Total	0	0
Number of People	0	0

22. Contingencies

There are no contingent liabilities 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.

23. Commitments

(a) Capital Commitments

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

(a) \$185,000 contract for Learning Support Room works to be completed in 2021, which will be fully funded by the Ministry of Education. \$166,500 has been received of which \$74,472 has been spent on the project to date.
(Capital commitments at 31 December 2019: \$278,301)

24. 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.

25. 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 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash and Cash Equivalents	809,876	1,042,757	976,623
Receivables	224,159	156,212	156,212
Investments - Term Deposits	566,465	231,544	231,544
Total Financial assets measured at amortised cost	1,600,500	1,430,513	1,364,379

Financial liabilities measured at amortised cost

Payables	313,986	213,214	213,214
Finance Leases	46,533	67,457	67,457
Total Financial Liabilities Measured at Amortised Cost	360,519	280,671	280,671

26. Events After Balance Date

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

27. 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 Massey Primary School's Financial statements For the year ended 31 December 2020

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

Opinion

We have audited the financial statements of the School on pages 2 to 18, that comprise the statement of financial position as at 31 December 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 Massey Primary School.

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

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

School Charter

Strategic and Annual Plan for Massey Primary School

2020 - 2022



Principals' endorsement:	
Board of Trustees' endorsement:	
Submission date to Ministry of Education:	

Massey Primary School 2020 - 2022

Introductory Section - Strategic Intentions

Mission Statement	To provide a safe and effective learning environment where all students experience success, are proud of achievements and strive to 'be the best they can be'
Vision	To motivate, empower and develop responsible citizens who access and use a range of resources in order to be actively engaged, contributing members of our community.
Values	<div style="text-align: center;"> I care I value I respect I reflect I learn about my learning, school, community and world – to be reviewed </div>
Principles	<ul style="list-style-type: none"> • High expectations of all learners to learn and achieve personal excellence, regardless of their individual circumstances • Treaty of Waitangi principles and all students have the opportunity to acquire knowledge of te reo Maori me ona tikanga Maori • Cultural diversity which values the histories and traditions of all our students • Inclusion of all students no matter their identities, language, abilities and talents where they are recognised and affirmed, and their learning/behavioural needs are addressed • Learning to learn where all students reflect on their own learning processes and to learn how to learn • Enabling students to get meaning from their learning and to connect with their wider lives and to engage the support of their families, whanau and communities • Providing a broad education that makes links within and across learning areas, that provides coherent transitions and pens up pathways to further learning • Future focused issues are addressed to encourage students to look ahead and to think about sustainability, citizenship, enterprise and globalisation
Māori Dimensions and Cultural Diversity	<p>Massey Primary School</p> <ul style="list-style-type: none"> • Values the uniqueness of the partnership we have with Māori as outlined in the principles of the Te Tiriti o Waitangi • Supports the development and the implementation of approved initiatives that facilitate the involvement of students, parents and whanau towards positive learning outcomes • Will provide a learning environment where students/tamariki feel comfortable and safe • Will strive to empower Māori students to succeed, achieve and excel with the belief our students are capable and have unlimited potential <p>In acknowledging New Zealand's cultural diversity Massey Primary School will:</p>

- Value, accept and celebrate all cultures represented in our learning community
- Staff will engage respectfully with all members of our learning community regardless of ethnicity



The Pasifika Success Compass



The *Pasifika Success Compass* captures the essence of the PEP. All activities, domains, principles and values are oriented around the Pasifika learner, parents, families and communities who are at the centre.

Tiriwa Kahui Ako Baseline Data or School Context for Massey Primary -
<https://docs.google.com/document/d/1wMpH8pEekWGMjMiokUdmK6stiG0C1zX2BMYVZJh4Tg/>

Students' Learning

NB

Data and target sets were for National Standards. We will be reporting progress from 2018 using curriculum levels from NZC

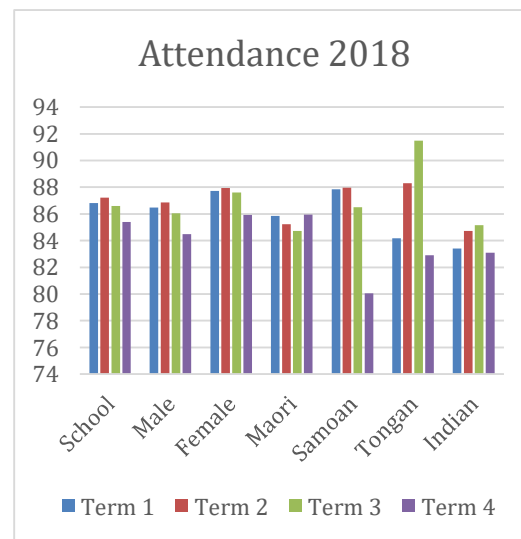
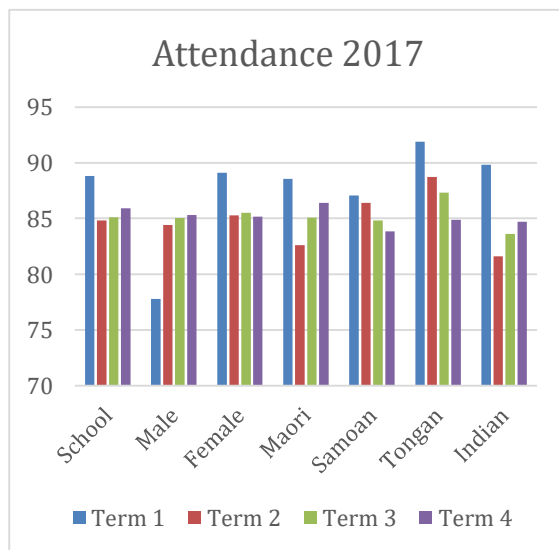
WRITING	2016	2017	2018	2019	2020
To lift the level of achievement of Year 1-8 students at or above the National Standard in WRITING	Target number of students at or above National Standards				
	53%	57%	61%	66%	72%
	203/432	246/432	263/432	285/432	311/432 2015 NZ Average
We want to shift 82/432 (19%) of our learners by 2020					
Male	52%	56%	60%	65%	71%
	119/230	128/230	138/230	149/230	163/230
Maori	47%	51%	55%	60%	66%
	53/134	68/134	74/134	80/134	88/134
Pasifika	48%	52%	56%	61%	67%
	66/129	67/129	72/129	79/129	86/129
READING	2016	2017	2018	2019	2020
	Target number of students at or above National Standards				

	To lift the level of achievement of Year 1-8 students AT or ABOVE the National Standard in READING	60% 174/433	64% 277/433	68% 294/433	73% 319/433	80% 346/433 2015 NZ Average
	We want to shift 82/433 (19%) of our learners by 2020 from WB/B to At/Above					
	Male	56% 101/230	60% 138/230	64% 147/230	69% 159/230	76% 175/230
	Maori	55% 61/134	59% 79/134	63% 84/134	68% 91/134	75% 100/134
	Pasifika	53% 60/139	57% 79/139	61% 85/139	66% 92/139	73% 101/139
	MATHS	2016	2017	2018	2019	2020
	To lift the level of achievement of Year 1-8 students AT or ABOVE the National Standard in MATHS	Target number of students at or above National Standards				
		61% 171/433	65% 281/433	70% 303/433	76% 329/433	83% 359/433 2015 NZ Average
	We want to shift 95/433 (22%) of our learners by 2020 from WB/B to At/Above					

	Male B/WB shifts	62%	66%	71%	77%	84%
		88/230	152/230	163/230	177/230	193/230
	Maori	55%	59%	64%	70%	77%
		60/134	79/134	86/134	94/134	103/134
	Pasifika	59%	63%	68%	74%	81%
		53/129	81/129	88/129	95/129	104/129
Student Engagement	Attendance %					
	ATTENDANCE REPORT 2017 2018 2019					
		TERM 1	TERM 1	TERM 1	TERM 2	TERM 2
		TERM 2	TERM 2	TERM 2	TERM 3	TERM 3
		TERM 3	TERM 3	TERM 3	TERM 4	TERM 4
		TERM 4	TERM 4	TERM 4	TERM 4	TERM 4
	SCHOOL	88.80	86.80	89.00	84.80	87.20
	MALE	88.78	86.46	90.00	84.40	86.85
	FEMALE	89.10	87.71	88.18	85.28	87.92
	MAORI	88.54	85.84	86.82	82.60	85.22
	SAMOAN	87.04	87.83	87.46	86.38	87.96
	TONGAN	91.90	84.18	91.72	88.70	88.30
	INDIAN	89.82	83.40	89.2	81.59	84.73
	OTHER PASIFIKA			85.26		81.62
						85.03
	WHOLE YEAR 2013- 2017. 2018					
		ATTENDANCE %				
		2013	2014	2015	2016	2017
		2018	2019			
	SCHOOL	90.75	90.01	88.66	89.06	86.40
	MALE	90.90	90.06	89.19	89.05	86.32
	FEMALE	90.56	89.94	88.06	89.07	86.82
	MAORI	91.09	88.92	86.29	87.85	86.03
	SAMOAN	89.28	87.07	85.78	89.30	85.92
	TONGAN	92.03	92.67	86.62	91.54	87.97
	INDIAN				86.51	84.95
						83.08
	ABSENCES/Justified/unjustified %					
	2011 WAITAKERE ABSENCE – 9.7%					

TERM 1	TERM 2	TERM 3	TERM 4
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11.20	15.20	14.80	14.10
13.10	12.80	13.40	14.80



Student voice

2020

https://docs.google.com/spreadsheets/d/10Dt30J1aPCG5WfEsuA8dlgigfAs1m_7y11TpNjzQoE/edit#gid=2128711310 - completed

1. Health and wellbeing student survey
2. Student profile for Tiriwa Kahui Ako
3. Wellbeing survey summary

Draft 18.10.19		Tiriwa Learner Profile 18 October 2019			
Through		Hauora Well Being	Whanaungatanga Belonging	Aroha Love	
Communicate	I	am a kano seed	am a tupu seedling	am a kōhuri sapling	am a kahiwi tree
	Care Respect Am Socially responsive Am Culturally responsive Trust Value	<ul style="list-style-type: none"> I am learning what respect is I am learning to care about the feelings, needs and opinions of others I am learning to be respectful of other people's cultures and differences I am learning trust is important I am learning our school values 	<ul style="list-style-type: none"> I know what respect is and show respect to my peers I sometimes care about the feelings, needs and opinions of others I am sometimes respectful of other people's cultures and differences I can be trusted at times and in some situations I am beginning to model our school values 	<ul style="list-style-type: none"> I show respect to my peers, staff and property I usually care about the feelings, needs and opinions of others I am usually respectful of other people's cultures and differences I can usually be trusted at all times and in all situations I usually model our school values 	<ul style="list-style-type: none"> I always show respect I care about the feelings, needs and opinions of others I am respectful of other people's cultures and differences I can be trusted at all times and in all situations I always model our school values
	Think Take risks Problem solve Learn to learn Have high expectations Innovate	<ul style="list-style-type: none"> I am learning to accept making mistakes With support I can solve problems With support I am learning how I learn I have high expectations of myself With support I can be innovative 	<ul style="list-style-type: none"> I sometimes take risks in my learning I sometimes use initiative and creativity to solve problems I can identify a strategy to help myself learn I am beginning to have high expectations of myself I am sometimes innovative 	<ul style="list-style-type: none"> I usually take risks in my learning I usually use initiative and creativity to solve problems I can identify and use some strategies to help myself learn I usually have high expectations of myself I am usually innovative 	<ul style="list-style-type: none"> I take risks in my learning I use initiative and creativity to solve problems I can identify and use strategies to help myself learn I always have high expectations of myself I am always innovative
	Contribute Am a good citizen Serve	<ul style="list-style-type: none"> With support I can participate and contribute I understand what service is 	<ul style="list-style-type: none"> I participate and contribute at times I understand the importance of service to others and contribute positively to my class 	<ul style="list-style-type: none"> I participate and contribute consistently in class I understand the importance of service to others and contribute positively to my school 	<ul style="list-style-type: none"> I always participate and contribute in class and across the school I understand the importance of service to others and contribute positively to my community
	am Responsible Self Manage Have can a do attitude Am Resilient Role model	<ul style="list-style-type: none"> I need to learn to manage my own learning I need help to bounce back and move forward I am learning to develop a can do attitude I need help to role model my communications and actions 	<ul style="list-style-type: none"> I am beginning to manage my own learning I sometimes bounce back and can move forward positively I am learning to give things a go before asking for help I sometimes role model through my communications and actions 	<ul style="list-style-type: none"> I usually manage my own learning I usually bounce back and can move forward positively I give everything a go I usually role model through my communications and actions 	<ul style="list-style-type: none"> I manage my own learning I bounce back and move forward positively I give everything a go and encourage others to do the same I role model through my communications and actions

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">School Organisation and Structures</p>	<p>Health and Safety</p> <ul style="list-style-type: none"> • Continue preventative maintenance → regular safety checks • Student and staff wellbeing • PD for caretaker/support staff • Healthy eating – Garden to Table – ongoing project within school • Regular emergency procedure practices • Outside providers: Police, Dental Clinic PHN • Health and Safety Committee • Vulnerable children’s Act <p>Personnel</p> <ul style="list-style-type: none"> • Review of appraisal process • Continue with Teacher reflective e-Portfolios for Practicing Teacher Criteria • Employ language teachers • Whole staff Professional Development in <ul style="list-style-type: none"> ○ Restorative practices ○ SOLO – reviewing use and implementation ○ Digital Technology – ongoing professional development and support ○ AFOL – ongoing support and professional development from In-school leaders ○ Community of Libraries – ongoing support from National Library • Continue to be an EEO employer • Community support and involvement <p>Property</p> <ul style="list-style-type: none"> • Continue school maintenance • Asset register update • Buildings/structures to reflect cultural identity • Cyclical Maintenance & 10YPP & 5YA • Classroom furniture • Block 1 – re-roof and refurbishment • ILE • Tech block • Satellite unit
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Review of Charter and Consultation	
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Strategic Section

Strategic Goals		Core Strategies for Achieving Goals 2020 - 2022
Students' Learning	<ul style="list-style-type: none"> • Improve outcomes for all learners, in particular Maori, Pasifika and students requiring learning support • Accelerate progress of students performing below expectations as per NZC levels 	<ul style="list-style-type: none"> • Use of Dialogic teaching/AFOL • STEAM • Resilience • PB4L • Restorative practices • Digital Technology • Team strategic plans based on data from 2019 • Reference to National Education Learning Priorities – Korero Matauranga
Student Engagement	<ul style="list-style-type: none"> • Decrease the lateness of students • ECE transition • Transition to secondary 	<ul style="list-style-type: none"> • SWS • LSC • SENCO/LSC Kahui group • Reference to National Education Learning Priorities – Korero Matauranga
School Organisation and Structures	<ul style="list-style-type: none"> • Review appraisal process as needed • Employ language teachers • Establishment of ILE's • Employment, induction and implementation of LSC 	<ul style="list-style-type: none"> • Review and implement Education Council new teaching criteria • Team PD for those moving to ILE • MoE PD/Tiriwa Kahui Ako support for LSC

Improvement Plan - Domain: Learning using Korero Matauranga			
Strategic Goal All teachers are aware and demonstrate the use of Digital Technology within their teaching practice			
Annual Goal: Use of Digital Tech (DT) across the curriculum			Annual Target: Record shifts for Digital Technology and evaluate next steps
Baseline data: Establishing baseline data for teacher practice using digital teaching taken from the evaluations undertaken in 2019.			
Key Improvement Strategies			
When	What	Who	Indicators of Progress
2020	Digital teaching – what is it/Teacher PD/classroom observations, use of video	Digital technology leader	Shift in teacher practice due to discussions with digital leader
	Inquiry into current practices – collaborative sense making discussions from video observations		
	Synthesis of data gathered		Documented data analysis
	Teacher rubric/matrix discussed with teachers		Completed rubrics
Monitoring: <i>To be monitored by digital leaders</i>			
Resourcing: <i>MoE</i>			

Improvement Plan - Domain: Wellbeing and resiliency			
Strategic Goal Lift the health and wellbeing of all stakeholders in our community			
Annual Goal: Inquire into the health and wellbeing of our community and the effectiveness of recommended programmes.			Annual Target: Improvement to be determined by HPS matrix
Baseline data: Wellbeing surveys from community, staff and students especially the teaching and learning facets of the data.			
Key Improvement Strategies			
When	What	Who	Indicators of Progress
2020	Access Resiliency Institute programme	CoL PLD	Student voice Teacher voice PLD plans
Term 1 and 4	Conduct surveys		
	Share feedback to community from surveys		
Term 1 and ongoing	Develop protocols for transition in collaborations with ECE MoE	MoE	Feedback from ECE centres, parents and reception teachers
Monitoring: <i>In school</i>			
Resourcing: <i>MoE, school</i>			

Improvement Plan - Domain: Teaching and Learning			
Strategic Goal Assessment For Learning			
Annual Goal: All teachers to be using AFOL for to inform their teaching so they are using best practices			Annual Target: Taken from In-school Leaders 2019 inquiry
Baseline data: Taken from 2019 inquiry			
Key Improvement Strategies			
When	What	Who	Indicators of Progress
2020	Videoing of lessons and discussions	In-school leaders	Change in practice from one videoed session to another
Term 1 and 4	Conduct observations and videoing		
	Share feedback to community		
Term 1 and ongoing	Develop protocols for sharing of learning	ISL	Change in everyday practice, planning and reflections
Monitoring: <i>In school</i>			
Resourcing: <i>MoE, school</i>			

Improvement Plan for Junior team				
School Strategic Learning Goal: To Improve Maori and Pasifika students literacy			Team Annual Learning Target <i>Where do we want to be at the end of 2020?</i> To be working 'at' the curriculum level by the end of 2020	
Baseline data for the team Students best fit based on reading and writing			Target : <i>What measurable outcome does this Dept. want to achieve at the end of 2020?</i> Shifting Maori and Pasifika students from 'working towards' to 'working at' the curriculum level at the end of 2020	
Key Improvement Strategies <i>What do we have to learn? What will we do? When? Who is responsible? Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing</i>				
When	What	Who	Indicators of Progress <i>What will we see? When?</i>	Reflection and Review. <i>What is working, What do we need to change and why?</i>
Term 1 Week 3	Gather data on all Pasifika and Maori students	all teachers	literacy OTJs will be made on all pasifika and maori students to gather baseline data.	
Term 1 Week 3	PLG around interventions	Carol RT Lit all teachers	Professional Development on literacy learning fundamentals for all Junior Staff	
Ongoing	Each teacher to identify their own target students and attend monthly PLGs based on these	All teachers	After taking on the PD programmes will reflect a change and target students will be given specific teaching to meet their individual needs.	

Ongoing	Play based literacy learning	NE teachers	NE teachers will attend Longworth Education PD and put this into practice to raise literacy achievement levels in their play-based practise.	
Ongoing	focussed target group teaching	all teachers	Target students will be given extra hot spotting lessons to target their needs.	
Ongoing	ESOL PD and Vocab PD	Anna to run for the team	sharing of different strategies for teachers around ESOL learners and Vocabulary building activities to enhance teaching practice during team meetings.	
By the end of 2020	all students will be 'at' the curriculum level	all students and teachers	<p>Yr 1 5 x Maori boys Yr 1 3 x Maori girls Yr 2 7 x Maori girls Yr 2 4 x Maori boys</p> <p>Yr 1 4 x Pasifika girls Yr 1 2 x Pasifika boys Yr 2 2 x Pasifika girls Y2 5 x pasifika girls</p> <p>Will all be 'at' the curriculum level by the end of 2020 through targeted teaching lessons and regular PLGs, teachers attending PD and changing their programme to cater for Pasifika and Maori learners.</p>	

Monitoring *How are we going? Where are the gaps? What needs to change?*

Resourcing *How much money and time is needed? Who will help us? MoE/RTLB/Special needs grant/Learning support staff.
School budget.*

RT Lit, Longworth Education, ESOL/Vocabulary building PD run by Team Leader, other PD as required during the year.

Improvement Plan for Learning and Teaching Teams - Year 3 2020

School Strategic Learning Goal To improve literacy (Reading and Writing) achievement of Maori and Pasifika students			Team Annual Learning Target <i>Where do we want to be at the end of 2018?</i> Target students ‘working at’ the expected curriculum level by the end of 2020	
Baseline data for the team <i>What data is relevant to our team. that will contribute to the school raising achievement?</i> 2019 end of year data collated based off teacher OTJs (best fits) for Reading and Writing			Target : <i>What measurable outcome does this Dept. want to achieve at the end of 2018?</i> To shift our Maori and Pasifika target students from ‘working towards’ the expected curriculum level to ‘working at’ the expected curriculum level by the end of 2020	
Key Improvement Strategies <i>What do we have to learn? What will we do? When? Who is responsible? Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing</i> Literacy programmes (Reading and Writing) PLD opportunities as they arise - Phonics focus for Year 0-3 Tracking and monitoring target student progress each term (linked to appraisal) Support from outside agencies - Carol (RT Lit) PLG discussions as part of team meetings Use of STEAM/Digital Technologies to promote engagement				
When	What	Who	Indicators of Progress <i>What will we see? When?</i>	Reflection and Review. <i>What is working, What do we need to change and why?</i>

End of year (2020)	Shift target students from 'working towards' to 'working at'	<p>Writing</p> <p>16 Y3 Maori students 'working towards'</p> <p>13 Y3 Pasifika students 'working towards'</p> <p>Reading</p> <p>14 Y3 Maori students 'working towards'</p> <p>9 Y3 Pasifika students 'working towards'</p>	<p>AsTTle Writing Samples (T1 & T3)</p> <p>Running Record assessments</p> <p>Termly tracking of target students</p> <p>PLG discussions/moderations</p> <p>Use of ESOL strategies</p> <p>Tuakana teina programmes are established to support learning</p> <p>Regular conferencing/learning discussions about goals</p>	
<p>Monitoring <i>How are we going? Where are the gaps? What needs to change?</i></p> <p>These students will be identified and will become the target students for their teacher's inquiry</p> <p>AFoL practice used consistently across literacy programmes</p> <p>Culturally responsive pedagogy (Tapasa, Tataiako)</p> <p>Termly PLG discussions/tracking of target students</p>				
<p>Resourcing <i>How much money and time is needed? Who will help us? MoE/RTLB/Special needs grant/Learning support staff.</i></p> <p>School budget</p> <p>Learning support for ESOL learners</p> <p>Whanau engagement (Reading Together)</p> <p>Phonics PLD with RT Lit (Y0-3)</p>				

Improvement Plan for learning and teaching teams – Year 4 2020			
School Strategic Learning Goal To improve Maori and Pasifika Reading and Writing.		Team Annual Learning Target <i>Where do we want to be at the end of 2020?</i> Working ‘at’ the expected curriculum level by the end of 2020.	
Baseline data for the team <i>What data is relevant to our team. that will contribute to the school raising achievement?</i> ‘Best Fit’ information provided by the 2019 teachers OTJ in Reading and Writing.		Target : <i>What measurable outcome does this team want to achieve at the end of 2020?</i> Shift Maori and Pasifika students working ‘towards’ the expected curriculum level to ‘at’ the expected curriculum level by the end of 2020.	
Key Improvement Strategies <i>What do we have to learn? What will we do? When? Who is responsible? Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing</i>			
When	What	Who	Indicators of Progress <i>What will we see? When?</i>
By the end of the 2020 teaching year.	READING Shift Maori and Pasifika students working ‘towards’ the expected curriculum level to ‘at’ the expected curriculum level by the end of 2020.	11 Maori students working at Level 1 5 Maori students working at Early Level 1 1 Maori student working at Pre 1 4 Pasifika students working At Level 1 3 Pasifika students working At Early Level 1 2 Pasifika students working At Pre 1	Running records (Probe and PM Bench Mark) Easttle Reading PAT PaCT Observations, Modelling books and Tracking Moderation across the curriculum (OTJ), PLG during team meetings and student voice).
By the end of the 2020 teaching year.	WRITING	6 Maori students working at Level 1	Easttle Writing PAT

	Shift Maori and Pasifika students working 'towards' the expected curriculum level to 'at' the expected curriculum level by the end of 2020.	4 Maori students working at Early Level 1 4 Maori students working at Pre 1 9 Pasifika students working At Level 1 2 Pasifika students working At Early Level 1 3 Pasifika students working At Pre 1	PaCT Observations, Modelling books and Tracking Moderation across the curriculum (OTJ, PLG during team meetings and student voice).
Monitoring <i>How are we going? Where are the gaps? What needs to change?</i> These students have been identified by the team and will become the target students for teacher/team inquiry and individual teacher's appraisal. Ongoing use of AFoL practices. Dialogic Teaching – Cultural Responsiveness.			
Resourcing <i>How much money and time is needed? Who will help us? MoE/RTLB/Special needs grant/Learning support staff.</i> School budget. School budget Teacher Aides working in classes and withdrawing students for individual and small group teaching.			

2020				YEAR 5 & 6	Improvement Plan for Learning and Teaching Teams		
School Strategic Learning Goal To improve Maori & Pasifika students Reading and Writing			Team Annual Learning Target <i>Where do we want to be at the end of 2018?</i> Working 'At' the curriculum level by the end of 2020				
Baseline data for the team <i>What data is relevant to our team. that will contribute to the school raising achievement?</i> Student Best Fit based on teacher's OTJs in Reading and Writing			Target : <i>What measureable outcome does this Dept. want to achieve at the end of 2018?</i> Shifting Maori & Pasifika students who are 'working towards' the curriculum to be working 'At' the curriculum level by the end of 2020.				
Key Improvement Strategies <i>What do we have to learn? What will we do? When? Who is responsible? Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing</i> <ul style="list-style-type: none">• Classroom programmes in literacy & literacy across the curriculum• Tracking & monitoring target students throughout the year through Teacher Inquiry and Team Meetings• PLD, Webinars and Readings (ongoing basis)• Outside agencies e.g.National Library, Te Manawa• Learning stories & Team moderation meetings• Parent/whanau engagement							
When		What		Who		Indicators of Progress <i>What will we see? When?</i>	
By the end of 2020		Shifting the students 'working towards' the curriculum level to 'At'.		WRITING: 10x Y5 Maori students working towards to get to 'at' by the end of the year 7x Y5 Pasifika students 'working towards' to get to 'at by the end		WRITING: e-asTTle writing data Tracking & Informal/formal observations PaCT Writing The Learning Progressions Framework	

		<p>of the year.</p> <p>12x Y6 Maori students 'working towards' to get to 'at' by the end of the year</p> <p>14x Y6 Pasifika students 'working towards' to get to 'at' by the end of the year.</p> <p>READING</p> <p>6x Y5 Maori students working towards' to get to 'at' by the end of the year</p> <p>8x Y5 Pasifika students 'working towards' to get to 'at' by the end of the year</p> <p>12x Y6 Maori students working towards' to get to 'at' by the end of the year</p> <p>15x Y6 Pasifika students working towards' to get to 'at' by the end of the year</p>	<p>ELLIP Indicators</p> <p>Moderation across the curriculum areas</p> <p>READING:</p> <p>e-asTTle Reading data</p> <p>PROBE Reading data</p> <p>PAT Reading Comprehension</p> <p>PaCT Reading</p> <p>The Learning Progressions Framework</p> <p>Moderation across all curriculum areas</p>

Monitoring *How are we going? Where are the gaps? What needs to change?*

These students will be identified by the classroom teachers and become their Target Students for their Inquiry & Appraisal

AFoL practices will be embedded

Dialogic Teaching - Cultural Responsiveness & Cultural Competencies (Tapasa, Tataiako)

The 2020 Year 6 Cohort will need consistent monitoring as they have been through as an academically low performing cohort

Resourcing *How much money and time is needed? Who will help us? MoE/RTLB/Special needs grant/Learning support staff. School budget.*

School budget for physical resources, digital learning subscriptions, workshops e.g. ALA

Specialist teaching programmes taken by Teacher Aides

Whanau and community engagement, e.g. Reading Together, National Library Literacy Programme

Assessment using PAcT, ELLIP

Kahui Ako

Improvement Plan for learning and teaching teams - Y7&8 - 2020	
School Strategic Learning Goal To improve Maori & Pasifika students Reading & Writing	Team Annual Learning Target <i>Where do we want to be at the end of 2020?</i> Working 'at' the curriculum level by the end of 2020
Baseline data for the team <i>What data is relevant to our team that will contribute to the school raising achievement?</i> Student Best Fit based on teachers' OTJs in Reading and Writing	Target : <i>What measurable outcome does this Dept. want to achieve at the end of 2020?</i> Shifting Maori & Pasifika who 'working towards' the curriculum to be working 'at' the curriculum level at the end of 2020
Key Improvement Strategies	

What do we have to learn? What will we do? When? Who is responsible? Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing

Classroom programmes

Tracking and monitoring through teachers' target students and appraisals throughout the year

PLD when available

Outside agencies, e.g. National Library & Te Manawa

Learning stories and Team moderation

When	What	Who	Indicators of Progress <i>What will we see? When?</i>
By the end of the year (2020)	Shift these 'working towards' students to 'at'	<p>Writing</p> <p>5x Y7 Maori students working towards to get to 'at' by the end of the year</p> <p>11x Y7 Pasifika students 'working towards' to get to 'at' by the end of the year.</p> <p>7x Y8 Maori students 'working towards' to get to 'at' by the end of the year</p> <p>7x Y8 Pasifika students 'working towards' to get to 'at' by the end of the year.</p> <p>Reading</p> <p>4x Y7 Maori students working towards' to get to 'at' by the end of the year</p> <p>12x Y7 Pasifika students 'working towards' to get to 'at' by the end of the year</p>	<p>eastTTle Writing</p> <p>Tracking/Observations</p> <p>PaCT</p> <p>Moderation across all curriculum areas - OTJ</p> <p>-----</p> <p>---</p> <p>eastTTle Reading</p> <p>Probe</p> <p>PAT</p> <p>PaCT</p> <p>Moderation across all curriculum areas - OTJ</p> <p>Tracking/Observations</p>

		13x Y8 Maori students working towards' to get to 'at' by the end of the year 13x Y8 Pasifika students working towards' to get to 'at' by the end of the year	
Monitoring <i>How are we going? Where are the gaps? What needs to change?</i> These students will be identified by the classroom teachers and become their Target Students for their Inquiry Appraisal AFoL practices Dialogic Teaching - Culturally Responsive (Tapasa, Tataiako)			
Resourcing <i>How much money and time is needed? Who will help us? MoE/RTL B/Special needs grant/Learning support staff.</i> School budget. School budget Specialist teaching programmes taken by Teacher Aides Whanau and community engagement, e.g. Reading Together, National Library Literacy Programme Assessment using PAcT			

Other 2020 Key Improvement Strategies to Achieve Strategic Vision			
Property (summarised from property plan)	Short Report	Finance	Short Report
<ul style="list-style-type: none"> • Buildings/structures to reflect cultural identity • Cyclical Maintenance & 10YPP & 5YA • Continue school maintenance • Asset register update • Classroom furniture 		<ul style="list-style-type: none"> • Annual budget set to meet strategic goals • Annual audit • Monitor monthly financial position reported to BOT • Investment, fundraising, sponsorship • Review financial policy and procedure 	
Personnel	Short Report	Community Engagement	Short Report
<ul style="list-style-type: none"> • Sustain appraisal process • Continue with Teacher e-Portfolios for Practicing Teacher Criteria • Employ language teachers 		<ul style="list-style-type: none"> • Parent meetings • Whanau group • Pasifika group • Surveys for student voice • Curriculum meetings with parents • MASAM 	

<ul style="list-style-type: none"> • Whole staff Professional Development in <ul style="list-style-type: none"> ○ STEAM ○ MASAM ○ Numeracy ○ Restorative practices ○ Dialogic teaching ○ Resiliency • Continue to be an EEO employer • Community support and involvement • Individual leadership PLD 		<ul style="list-style-type: none"> • CoL meetings • Student conferencing • 	
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School

Massey Primary

KIWISPORT NOTE

Refer to the 2019 Annual report and the note included in the audited accounts. This is a sample only.

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2020, the school received total Kiwisport funding of \$6,739 (excluding GST). The funding was spent on A Kiwi Sport Activator. The number of students participating in organised sport increased from [50% to 95%] of the school roll.