



Albany Primary

School



Annual Report



2022



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Principal Report 2022

The 2022 year began with a roll of only 676 (a decrease of 65 children from our 2021 start) and concluded in December with a closing roll of 741. We had a total 163 MOE funded English Language Learners this year (again numbers were slightly lower than the 178 total of 2021), in addition to a reduced number of 8 International Students enrolled. COVID and the effect on immigration continued to impact our 2022 roll.

Our year started under COVID level Red requirements, which allowed children back at school however all staff and Year 3 – 6 children were encouraged to wear masks. Partnership meetings in Term 1 were offered online as well as face to face. However, by Term 3 things were getting “back to normal” with parents welcome back on site, and school events such as interschool sports days and parent information evenings with mask wearing optional.

Curriculum Achievement

As is evident in the end of year target updates for Reading and Mathematics, we achieved significant improvement and acceleration in both areas, with significant resourcing supporting professional learning for teachers.

Education Review Evaluation

We began the new model for self-review and evaluation with our Evaluation partner in May.

The feedback as we worked through this first year included:

- leadership builds relational trust and effective collaboration at every level of the school community and pursues the school’s vision, goals and targets for equity and excellence
- effective, culturally responsive pedagogy supports and promotes student belonging and learning
- inclusive practices ensure all stakeholders are valued contributors in supporting equitable and excellent outcomes for all learners
- collective capacity to do and use evaluation, inquiry and knowledge building sustains improvement and innovation.

Property

In Term 1 we completed the new tiered seating and courtyard outside the staff room and library followed by an upgrade to our middle school playground in July. During July school holidays our old junior block (Areas 1 -12) was demolished with these classes being moved to 16 relocatables placed on the lower field. The school hall was demolished in December to allow a clear site in readiness for the new build of a 20 classroom double storey block.

Kiwisport Funding.

With the disruptions of COVID on so many of our after and inter school sports teams the school’s Kiwisport funding was used in a variety of ways. We paid for the whole school to participate in the Dances for Schools programme, and purchased new Jump Jam resources, PE Equipment (new netball bags, balls, cones) and a pitchmaker (for marking fields for athletics)

Staffing

My tenure as Whānau ki te Ako Lead Principal ended in March. I valued the opportunity this leadership position provided in working collaboratively with six other schools to achieve our collective Kāhui Ako goals.

At the end of the year we farewelled the following teachers; Jo Franklin (16 years’ service), Carol Chambers (10 years), Chelsey McDonald and Ellen Thompson along with fixed term teachers Chelsea Phipps, Erica Jung, Leisel Inglis and Joana He.

Our Year 5/6 end of year celebration and Y6 graduation was able to be held in our school hall for the last time before its demolition in December. We wish our Year 6 children all the best at their new schools and hope that their happy memories of Albany Primary remain with them forever.

Board of Trustees

We are extremely fortunate to continue to be governed by such a skilled and committed team. In August we welcomed Lisa Battersby and Sarah Fish (staff representative) to our School Board. Our thanks to Sophia Wang for her 3 years’ service to the Board and Joanne Paviour (staff rep) for her 6 years.

School Organisation and Staff

Principal	Maree Bathurst
Deputy Principals	James Hopkins, Simon Shore, Faron Tuner
SENCO	Sarah Fish
Administration Staff	Julie Carrucan, Lisa Elder, Jan Munroe, Terrie Emm Mike Crake (Caretaker), Keiron Trigwell (Caretaker Support)

Teachers

Judith-Ann Sillick (Team Leader)	Year 1
Erica Jung	Year 1
Erin Konings	Year 1
Michelle Lacey	Year 1
Carol Chambers (Term 1)	Year 1
Lee Hopkirk (Terms 2- 4)	Year 1
Viv Collins (Term 4)	Year 1
Jessica Martin	New Entrant (Terms 2-4)
Sarah Gartner	New Entrant (Term 4)

Aimee Reknapp (Team Leader)	Year 2
Ellen Thompson	Year 2
Jennifer Faulkner	Year 2
Leisel Inglis	Year 2

4)	
Joanne Paviour (Team Leader MLE)	Year 3/4
Alysa Lee	Year 3/4
Adri Rousseau	Year 3/4
Chelsea Phipps	Year 3/4
Gillian Visser	Year 3/4

Alex Hanson (Team Leader)	Year 3/4
Fiona Francis	Year 3/4
Xu Han	Year 3/4
Karen Hughes	Year 3/4
Sol Lee	Year 3/4
Danzey	
Deli Franklin (Terms 1-3)	Year 3/4
Joana He (Term 4)	Year 3/4

Shari Turner (Team Leader)	Year 5/6
Jo Franklin	Year 5/6
Sareta Kemp	Year 5/6
Monique Fletcher	Year 5/6

Desirae Lagerwall (Team Leader)	Year 5/6
Abi Cawood	Year 5/6
Chelsey McDonald	Year 5/6
Danjela Martin	Year 5/6
Trudi Williams	Year 5/6

English Language

Michelle Molesworth
Sheda Madladji
Linda Hogan
Agnes Zapasnik
Suman Wang

Teacher Aides

Yvonne Lilly
Julia Donaldson
Tina Pederson
Mignon Opmeer
Sharon Wall
Juanita Swanepoel
Coralie Johnson (Terms 3-

Reading Recovery

Rebecca Kerr
Christine Templeton

Specialist Release

Richard Cowell
Ian Thompson
Dani Reydon-

Support Teacher

Tess Joseph

Librarian / Intl Students

Helen Furness



Albany Primary School - 2022

Staff

Principal: Maree Bathurst



Row 4: Linda Hogan, Sareta Kemp, Michelle Lacey, Xu Han, Jan Munroe, Chelsee Phipps, Michael Crake, Steve Collins, Cherie Goldie, Chelsey McDonald, Dani Reydon-Danzey, Danjela Martin
 Row 3: Tracy Warner, Viv Collins, Delii Franklin, Tess Joseph, Adri Rousseau, Sol Lee, Tina Pederson, Abigail Cawood, Erin Konings, Monique Fletcher, Ian Thompson, Alysa Lee, Mignon Opmeer
 Row 2: Christine Templeton, Leisel Inglis, Agnes Zapasnik, Erica Jung, Terrie Emm, Yvonne Lilly, Keiron Trigwell, Fiona Francis, Karen Hughes, Juanita Swanepoel, Gillian Visser, Joyce Khong
 Row 1: Michelle Motesworth, Helen Furness, Aimee Redknapp, Joanne Paviour, Faron Turner, Maree Bathurst, Simon Shore, Alex Hanson, Desirae Lagerwall, Shari Turner, Sarah Fish

Albany Primary School - Strategic Directions 2022 - 2025 (Albany 1000)

'Where learning makes a difference...'

Respect, Excellence, Aroha & Caring, Creativity, Honesty
Whakaute Hiranga Aroha Auaha Ngākaupono



The Albany Curriculum

(Refresh and Review)

Providing rich, authentic and purposeful opportunities to fulfil our communities aspirations for all learners

**Proactive planning to
surpass future needs and provide barrier
free access to education**

Personnel, Systems, Infrastructure
and Resources

**Uplifting environments that
reflect belonging and identity**

Learning spaces, Play spaces, Meeting Spaces,
Landscaping, Sculptures, Architecture,
Murals and Gardens

**Respect our past, proud of our
present and shaping our future**

Our Place, Our Culture, Our Story,
Our Pathways, Partnerships and Our Future

Excellence in learning, teaching and leading

Leadership, Innovation, Quality Teaching
and Professional Development

Albany Primary School - Strategic Directions 2022 - 2025 (Albany 1000)

'Where learning makes a difference...'

Respect, Excellence, Aroha & Caring, Creativity, Honesty
 Whakaute Hiranga Aroha Auaha Ngākaupono



- Reporting and Assessment
 - Digital Technology and Citizenship
 - Health, relationship and wellbeing
- The Albany Curriculum (Refresh and Review)**
- Inclusive and personalised learning
 - Inquiry
 - NZ History
 - Updated New Zealand Curriculum



Proactive planning to surpass future needs and provide barrier free access

- Personnel**
- Review admin and support staff roles
 - Distributed leadership model
 - Staffing to support School needs
- Systems and Infrastructure**
- School wide communication (sharing and collaboration)
 - Environmental sustainability and climate change
- Resources**
- Quality resources to support learning (IT, reading books, library)
 - Resource storage areas and systems
 - Equity (barrier free access to education)

Uplifting environments that reflect belonging and identity

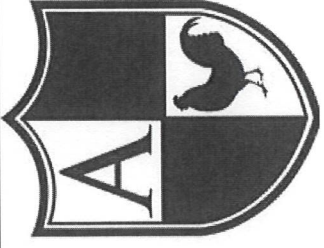
- Upgraded learning spaces
- New permanent ILE & specialist teaching spaces
- Interactive play spaces (sand, water, music, trees)
- Gymnasium and Auditorium (Hall upgrade)
- Front entrance, gate and signage
- Landscaped & interactive gardens, shade areas, seating, decks and fencing
- Sustainable environment / community gardens
- Learning and Meeting Spaces
- Play spaces (Fields, courts, playgrounds etc)
- Access ways and parking upgrade (asphalt / concrete)

Respect our past, proud of our present and engaged in our future (Community / Diversity)

- Our place - Our story - Our culture Unique and Bi-cultural New Zealand (Tikanga Māori, te reo and kapahaka)
- Global Citizenship and Diversity (MLA teacher, International sister schools visits)
- Shared ownership in learning partnerships
- Community engagement in social activities, cultural events and celebrations
- Sense of belonging and identity for all (murals, sculptures and gardens that reflect our community)

Excellence in learning, teaching and leading

- Leadership and Innovation**
- Leadership and management development
 - Whānau ki te ako - COL (agentic learners and effective transitions)
 - Exemplary Governance, BOT development opportunities and continuous self review
 - Growth Coaching
 - Project teams
 - Innovation at APS
- Quality Teaching and Professional Development**
- Assessment for Learning (A4L)
 - Learner centred pedagogy
 - Attestation, appraisal and Professional Growth Cycle
 - Inquiry focused
 - PCT / mentor development
 - Support Staff Professional Development for all levels
 - Moderation and Quality Control



ALBANY PRIMARY SCHOOL
Where learning makes a difference ...

ANNUAL PLAN SUMMARY

2022

Annual Goal One: Excellence in Learning, Teaching and Leading (Students, Teachers, Parents, Community, Community of Learning)

a) Albany Primary Curriculum (APC)

To continue developing teacher knowledge and understanding of the eight learning areas (with the transition from Achievement Objectives to Progress Outcomes).

To explore and understand the 'newest strands' located in specific learning areas of the NZ Curriculum (Digital Curriculum, Relationships and Sexuality Education, Aotearoa New Zealand's Histories).

b) Teacher Pedagogy (PGC / A4L / Growth Coaching / Te Reo & Tikanga / Collaboration)

To continue developing Teacher Effectiveness by active participation in Assessment for Learning (A4L) sessions to consolidate the Albany language and pedagogy expected in Reading, Writing and Maths

To embed best practice for all teachers through our Performance Growth Cycle (PGC) and working collaboratively using a GROWTH Coaching approach to measure teachers against the Albany quality practice statements.

To revisit and update job descriptions, teacher expectations and moderation of assessment practices, ensuring these are supported and used by all teachers

c) Middle Management (Mentors / Team Leaders / Project Leaders / Collaboration)

To build and sustain high trust relationships, professional community and collective leadership.

To build evaluative capability and robust systems for tracking, review and evaluation of how effective practice enhances improvement in learner outcomes

To revisit and update job descriptions, teacher expectations and moderation of assessment practices, ensuring these are supported and used by all teachers

Summary for year

All staff are developing a deeper understanding of the revised learning areas of the NZ Curriculum (across all curriculum levels and progress outcomes, through exploration at team level and schoolwide)

- Regular time has been allocated for all staff to explore the new and revised Curriculum for Relationships and Sexuality Education, Aotearoa NZ Histories and Digital strand of the Technology Curriculum; leading to a focus with Team Leaders now monitoring tracking and implementation over the remainder of the year and enhanced templates and systems in place to capture what has been taught and what is left to covered next year. This will **remain orange** as the revised Mathematics and English will be released in 2023.
- Ongoing moderation is occurring school wide annually for Reading, Writing and Mathematics, and at a more relevant team level termly, leading to recording coverage, tracking progress and identifying next areas for teaching and learning. **This area is green.**
- Updating of all NZ Curriculum and tracking templates have been completed to include all current Curriculum Achievement Outcomes.
- A full revitalisation is under way of our Albany Primary Curriculum (APC) with the intention to make it more interactive and web-based, so that it is student centred including teacher and student voice - as well as being accessible from home for parents. This was launched late Term 3. **This area is green.**

All staff can discuss how their content knowledge and pedagogy has increased, and is reflected in students' ability to discuss their learning and achievements

- Ongoing development of our Assessment for Learning (A4L) Lead Team to become pedagogical experts and confident in leading the Practice Analysis Conversations to enhance student learning outcomes through shifting teacher practice and now moving into systems for sustainability. Ongoing development, monitoring and quality assurance through our Professional Growth Cycle (PGC) and termly reflections exploring how Teachers are demonstrating 'quality practice' and revised personalised lines of inquiry for the remainder of 2022. Final PGC summaries are underway and these will also be used to identify potential lines of inquiry for 2023.
- Ongoing reflection, structured review and updated planning for next learning programs for all students individualised learning experiences, class and year level targets and End of Year progress, achievement and target update

All staff are developing a deeper understanding of formative and summative assessment (across all curriculum levels and progress outcomes, through moderation, at team level and schoolwide)

- Ongoing development of our Assessment for Learning (A4L) Lead Team to become pedagogical experts and confident in leading the Practice Analysis Conversations to enhance student learning outcomes through shifting teacher practice.
 - Ongoing collaboration with pedagogical and content specialists through 'Maths Development' with Dr. Jo Knox and Marie Hirst to explore authentic learning tasks and a more holistic rounded Maths programme
 - Ongoing and systematic moderation is occurring school wide for Reading, Writing and Mathematics, and at a more relevant team level termly, leading to recording coverage, tracking progress and identifying next areas for teaching and learning
- All staff are actively engaged in a Performance Growth Cycle and professional development is targeted to support individual and group needs

Ongoing development, monitoring and quality assurance through our Professional Growth Cycle (PGC) and termly reflections exploring how Teachers are demonstrating 'quality practice' and revised personalised lines of inquiry for the remainder of 2022. Final PGC summaries are underway and these will also be used to identify potential lines of inquiry for 2023.

- A revised Provisional Certified Teacher (PCT) guidance and mentoring programme which has been personalised for Albany and currently is into its fourth term, supported by external Professional Development and aligned to the PGC for experienced teachers at Albany.
- Teachers focussing on small targeted groups in their class, team and year level targets for measuring effectiveness of teaching, learning and progress outcomes in Maths. This will be also updated and further analysed in the End of Year Progress, Achievement and Target reports.

Updated job descriptions, expectations and systems are available and being implemented and utilised across the school

- Ongoing review, development, monitoring and quality assurance through our team and other Middle Leader processes, job descriptions and workflows which will also be enhanced.

Specialised professional development and transparent pathways are constructed to support collective leadership and empower professional learning communities (and potential development / career pathways)

- Completion of the draft map outlining Distributive Leadership at Albany and alternative leadership pathways, with the next steps to construct philosophy and development pathways - this will **remain orange** as we continue to move from conceptual to a structured and transparent pathway.
- Creation of a centralised list for recording, tracking and planning for all staff on PD development. **This area is green.**

Annual Goal Two:

Honouring Te Tiriti o Waitangi (Treaty of Waitangi) - To learn, work and grow together (Students, Teachers, Parents, Community, Community of Learning)

To enrich Cultural Effectiveness through collaboration and a focus on shifting pedagogical practice; reflecting understanding (and true partnership) of Te Tiriti o Waitangi (all three articles), and being Culturally Responsive to all staff, students and their families

To develop Teacher and Staff Effectiveness through understanding histories, heritages, languages and cultures of all partners to Te Tiriti o Waitangi (celebrating our place Ōkahukura - Albany, respecting bicultural NZ and connecting with the rich history that embodies Aotearoa)

To enrich Teacher and Staff Effectiveness by developing the use of te reo and tikanga Māori

To engage with teachers, parents, whānau and iwi in a collaborative way to:

- (i) understand the aspirations that our communities have for our tamariki
- (ii) explore hauora and hauitū as they underpin the unique culture of our school
- (iii) establish high expectations for all tamariki to reach their full potential

Summary for Year

All staff using appropriate, Culturally Responsive teaching practices (also linked to Goal 1b)

- Ongoing development, monitoring and quality assurance through our Professional Growth Cycle and termly reflections exploring how Teachers are demonstrating 'quality practice' and revised personalised lines of inquiry for the remainder of 2022 and systems now are in place to make this sustainable and embedded.
- Ongoing whole staff development exploring the Critical Histories of Aotearoa (through PD with Tamsin Hanly – including Board) and the development of te reo and tikanga through Project Teams and the Within School Leader's (WSL) collaborative inquiry, who are exploring staff development options for using te reo Māori language and tikanga; along with creating lesson plans and collating supporting resources and tools.

All staff maintaining a welcoming, inclusive and collaborative learning environment

- Enrolment processes include the appropriate year level Deputy Principal meeting with the new families. This assists with making student placements, considering personal and academic requirements for the student transitioning and gaining another point of contact in addition to our office staff.
- Termly pōwhiri and New Entrant Parent meetings continue to be well attended and another chance to engage with whānau.
- Partnership meetings in Term 1 and Student Led Conferences (SLCs) in Term 2 and Term 3 are allowing for our triangle of connection to be empowered through regular and ongoing connections.
- Whānau collaboration meetings continue to be key in working alongside one another to understand, plan for and strive to achieve educational success for all students (maintaining high expectations and supporting students to achieve their potential).
- Whānau are encouraged to be involved in Friends of the School (FOS), supporting on school trips, sharing knowledge and expertise in classes, supporting in class, assisting to run events/extra curricular sports and providing advice on the Albany Primary Curriculum and how we do things at Albany.

All students receiving access to te reo Māori, in and through, education

<ul style="list-style-type: none"> • Tikanga Māori provided by class Teachers allowing classes with access and development of our unique Māori history, heritage, culture and language. • Ongoing development, monitoring and quality assurance through our Professional Growth Cycle (PGC) and termly reflections exploring how Teachers are demonstrating 'quality practice' and revised personalised lines of Inquiry for the remainder of 2022. Final PGC Summaries are underway and these will also be used to identify potential lines of inquiry for 2023. • Ongoing whole staff development exploring the Critical Histories of Aotearoa (through PD with Tamsin Hanly – including Board) and the development of te reo and tikanga through Project Teams and the Within School Leader's (WSL) collaborative inquiry, who are exploring staff development options for using te reo Māori language and tikanga; along with creating lesson plans and collating supporting resources and tools. 	<p>Engaging authentically with parents, families, iwi, hapū and whānau, and providing appropriate support, information, and advice</p> <ul style="list-style-type: none"> • Termly pōwhiri provides an opportunity to meet and korero (chat) allowing the school to meet new families, hear what aspirations they have for their children and explore partnerships or opportunities for authentic collaboration as key stakeholders. • Our Matariki Hui was a time to korero about: <ul style="list-style-type: none"> (i) - remembrance of those who have passed (ii) - celebrating who we are in our identity, with feasting and celebrations (iii) - planning for the year ahead • Our annual Whānau Hui in Term 3, provided us the opportunity to celebrate progress from our meeting in 2021, sharing our progress in student achievement, further development in how we are honouring Treaty obligations, sharing our journey along the History of Aotearoa and Ōkahukura, and exploring any new initiatives for 2023
<ul style="list-style-type: none"> • All staff being able to identify deliberate changes in response to children and parents of different cultures within classes and with the community (also linked to Goal 1b) • Ongoing development, monitoring and quality assurance through our Professional Growth Cycle (PGC) and termly reflections exploring how Teachers are demonstrating 'quality practice' and revised personalised lines of Inquiry for the remainder of 2022. Final PGC Summaries are underway and these will also be used to identify potential lines of Inquiry for 2023. • Use of Te Whare Tapa Whā and Class Culture statements / school wide expectations to underpin focused relationships and learning centred within classrooms and to help build consistency school wide. • Ongoing enquiries school wide (through project teams and GROWTH coaching), where we are actively seeking feedback from student voice, whānau voice and community voice. This is important as we work to understand how to transition families from different cultures, education systems and personal beliefs, with the intention of developing a greater awareness and fostering appreciation for individuals and their uniqueness worldwide - to truly weave our tapestry of inclusiveness into an equitable and barrier free access for the entire school community. 	<p>All students and staff being able to celebrate our place Ōkahukura - Albany, respecting bicultural NZ and connecting with the rich history that embodies Aotearoa</p>
<ul style="list-style-type: none"> • Ongoing whole staff development exploring the Critical Histories of Aotearoa (through PD with Tamsin Hanly – including Board) and the development of te reo and tikanga through Project Teams and through the Within School Leader's (WSL) collaborative inquiry, who are exploring staff development options for using te reo Māori language and tikanga; along with creating lesson plans and collating supporting resources and tools. 	

Annual Goal Three:

Uplifting Environments that reflect identity and belonging: (Students, Teachers, Parents, Community, Learning & Collaboration)

Uplifting Environments:

To explore, utilise and evaluate the effectiveness, educative purpose and use of learning environments. Through a range of lenses (physical, cultural and interactive), environments should be reviewed and reflected upon to ensure spaces are designed to meet the needs of today's and tomorrow's learners.

Pedagogy:

To provide staff professional learning and networking opportunities to encourage genuine and purposeful collaboration. There should be a focus on pedagogical growth and deliberate acts of teaching and learning to foster culturally rich and learner centred environments

Physical Space:

To understand the physical design and layout of a space through the eyes of the learners within the room. Teachers will know how external and environmental factors (e.g. heat, colour and light) can have a significant impact on the learning outcomes

Cultural Climate:

To create and develop the concept of a culturally competent space where learners can see themselves within the boundaries of the learning area and feel a sense of kotahitanga and belonging

Interactive:

To know a learning environment should promote interactive relationships between space and people

Summary for year

Learning design is complimented and extended by the physical space, it is adaptable and agile, rather than the space hampering motivation or creativity

- Teachers within flexible spaces are planning their spaces to include cross flow and zones of learning. A number of single cell class teachers have begun this as well. **This area is green.**
- While the school remains constrained by the layout that includes flexible spaces, this element is likely to be hampered going forward **this will remain orange.**
- To understand a space's purpose, some teachers have looked at how we can change spaces into an active rather than passive place of learning e.g. STEAM projects. **This area is green.**

Teachers are developing learner centred and focused relationships, with deliberate acts of teaching and learning to foster a culture of collaboration.
i) Empowering students to connect and bring visibility to their learning

- A4L has continued to strengthen teacher understanding around the strength and variety of relationships. **This area is green**
 - Teachers are focused more on their own practice and how it strengthens culture and relationships as a result of this understanding
 - Most teachers are actively engaging learners in the direction of learning through co-creation of learning outcomes or success criteria
- Visibility remains predominantly within our school boundaries, however the digital assemblies and updates have encouraged a wider culture of sharing and a desire to celebrate. **This area is green**

<ul style="list-style-type: none"> • Moving towards a more digitally rich environment is a stepping stone to wider individual and class sharing (this will remain orange) with the community via weekly updates, class news and more regular interactions online. This will move this indicator to completion. <p>Spaces have clear boundaries and fluid movement of students. There are shared rules but also opportunity for choice and a chance to express individuality within their learning outcomes (agency focus)</p> <p>Students understanding their role and place within their environment, they feel a sense of belonging and ownership</p>	<ul style="list-style-type: none"> • Teachers within flexible learning spaces design their environments to allow movement and cross collaborative learning. They have continued to change their layouts and look for flexibility to meet different needs at different times. This area is green. • All teachers begin their academic year with a shared and deliberate treaty within their environments. This area is green. <ul style="list-style-type: none"> ◦ An area to explore moving forward is how this model is inclusive to those beginning part way through a year. • Some Areas are beginning to use Te Ao Māori to connect multiple cultures through a common lens through their use of Te Whare Tapa Whā and a deeper exploration of elements of 'spirituality'. This area is green. • Belonging has been identified as a concept to explore moving forward. This will remain orange 	<ul style="list-style-type: none"> • Staff are comfortable in their understanding of the spectrum of the locus of control, accepting that to meet the needs of their learners it may look very different from anything they have experienced. 	<ul style="list-style-type: none"> • Teachers are more comfortable in their understanding and breakdown of agency, with students taking this ownership which is being explored widely within classrooms. For genuine ownership, learners are empowered to take control over the direction and outcomes of their learning. <ul style="list-style-type: none"> ◦ Teachers would benefit from exploring the relationship between pedagogy, engagement and behaviour. • Some teachers are incorporating wider student driven inquiry learning with no predetermined outcomes. <ul style="list-style-type: none"> ◦ Whānau see the environment as welcoming and exciting, a place they can walk into and see their own child's voice, choices and culture reflected in the displays, layout and language used 	<ul style="list-style-type: none"> • Recent Student Led Conference feedback was very positive. This area is green. • Learners were able to discuss their learning in greater depth than ever before and speak to it from an informed perspective. This area is green. • Some parent feedback showed a difference in understanding around academic focus/outcome/expectations when compared to their experience. <ul style="list-style-type: none"> ◦ Many of these parents shared that they had been schooled overseas. This will remain orange ◦ This identifies the need to continue to bring visibility to teacher practice in classrooms. <p>Teachers begin to understand the relationship between space and collaboration, independence and interdependence.</p> <ul style="list-style-type: none"> • Teachers are now able to discuss their space in terms of its limitations and identify ways to overcome them e.g. using the classroom for theoretical input and planning, using the Native Grove to enact the plans. • Classes are collaborating across spaces and teachers, without letting walls become a significant barrier. There are multiple examples of this throughout the year and it has strengthened shared understanding and expectations in many areas of the school. • A significant increase in the booking of (and communication around the use of) shared spaces shows a visible change in the teachers' understanding around collaboration and a move forward from teacher to teacher collaboration and towards a more holistic tuakana teina approach.
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Annual Goal Four:

National Administration and Education Guidelines (Business as Usual)

New Board members will have key documents (including the NAGS and NEGS) shared with them, in relation to meeting these requirements (with the Principal, SLT and teachers). Board members will have identified project or work stream roles (e.g. health and safety, finance) linked to these guidelines.

The Board will be aware of the statement of National Education Learning Priorities (NELP) and time frame for implementation, with regard to future (2023) Charter requirements. Community consultation will be inclusive of all voices of our school.

Board members will participate in and be committed to extending their knowledge of Te Tiriti o Waitangi (celebrating our place Ōkahukura - Albany, respecting bicultural NZ and connecting with the rich history that embodies Aotearoa).

Summary for year

An informed Board whose collaborative and individual roles and strengths ensure highly effective governance, with our ultimate goal to ensure every student is able to attain his or her highest standard in educational achievement.

- Our new Board members have completed induction and NZSTA training.

- In reviewing our Governance Culture our kaupapa was defined as "*Hautū are the leaders in a waka- that call the time to the Kaihoe / paddlers and guide the waka to travel in the direction of their vision*". We also aligned our school vision and values to this kaupapa.

The schools 2022 Strategic Plan will reflect the transition to the NELP's with evidence of clear links to the school goals and priorities.

- The Board reviewed the NELP's in relation to our school goals and priorities. Areas for further development have been identified and will be reflected in future planning and actions.

A board who are cognisant of the relevance Te Tiriti o Waitangi has to the governance of our school, and a commitment to meeting the responsibilities in our kura.

- As tangata tiriti each Board member has committed to their individual knowledge of Te Tiriti (through the Tamsin Hanly resources) and we have affirmed our commitment to Biculturalism and Te Tiriti o Waitangi. This is evidenced in our partnership with the community.



Writing Target Update Information Report November 2022

'Where Learning Makes a Difference...'



Executive Summary

At the completion of the End of Year Progress and Reporting updates which were completed in November 2022, we have current data available for 140 of the 176 targeted students as 36 of these students have left Albany Primary which were identified in the target. It is important to note that our total number of students at Albany has risen to 774 students.

19% of the identified students (27 students out of 140) who were targeted for accelerated progress in 2022 due to the limited progress achieved in 2021, have made some progress, however are still achieving 'Below' their expected curriculum level for end of year (19% still 'Below' expected level).

76% of the identified students (106 students out of 140) who were targeted for accelerated progress across 2022 due to the limited progress achieved in 2021, have now made expected gains and are back on track with their cohort (76% now 'At' expected level).

5% of the identified students (7 students out of 140) who were targeted for accelerated progress in 2022 due to the limited progress achieved in 2021, have now made expected gains and are already achieving 'Above' their expected curriculum level for end of year (5% now 'Above' expected level).

In Writing 74% of all students achieved At or Above expected curriculum level by the End of 2022 compared to 56% in 2021 and 75% in 2020.

Team leaders and teachers have continued to reflect on what is working, specifically how the depth in our learning culture which is focused around developing and enhancing powerful relationships has been critical. The professional development provided by Trish Manson (Evaluation Associates – through A4L) and a professional reading 'Clarity in the Classroom' by Michael Absolum has again highlighted that being clear with the students about:

- what they are learning,
- why they are learning it,
- what they need to remember to be successful,
- how they will know when they are successful,

as it provides transparency for the students but also to share the ownership in learning which we know is best aligned with agentic learners and the fundamental principles of Ako. There was also increased opportunity and visibility for teachers to learn both formally and informally from one another.

Next Steps

We are already looking more closely at the 27 students who have been identified to still be in the same position or only making some progress for their expected learning levels, a continued structured approach remains focused on enhancing individual teacher inquiries, the Assessment for Learning (A4L) professional development and individual team and school interventions.

All class teachers have updated their writing assessments, completed a gap analyses to identify priorities for 2023 for handover and have also identified next steps for their own professional development and growth.

Across the Year 3 to 6 classes, teachers are exploring different writing examples/models that are of high interest showing the students next steps that they can also explore and unpick collaboratively, alongside exploring a range of technological tools that may support reluctant writers or students with identified learning needs.

Specific ongoing professional development for teachers and targeted support programs will also be investigated to provide barrier free access to support student's' progress maximising their potential.

We believe that to grow together we know 'Te piko o te māhuri, tērā te tupu o te rākau - the way a sapling is nurtured determines how strong it will grow as a tree' and this is true for all Albany learners.



Writing Target Update Information Report November 2022

'Where Learning Makes a Difference...'



Why do we report on our Target Students?

To share with the Board at Albany Primary School, with confidence, that there has been positive pedagogical change, that has directly impacted student achievement outcomes in the identified target area.

We also do this to celebrate progress and share the successes that teachers and students are having which embody the concept of Ako. We believe that to grow together we know 'Te piko o te māhuri, tērā te tupu o te rākau - the way a sapling is nurtured determines how strong it will grow as a tree' and this is true for all Albany learners.

How do we do this?

By using Teaching as Inquiry (*New Zealand Curriculum 2007 - Pages 34 and 35*) interwoven with GROWTH Coaching © and our Albany Primary Inquiry pedagogy, we hone in on the student data to drive the conversation and teachers explore three key questions to enhance their practice and improve outcomes for students. This occurs continuously throughout the year and are led by the Team Leaders and supported by the Lead Teachers for Assessment for Learning (A4L):

1) What's working within our practice and how do we know?

This question allows team members the chance to celebrate positive shifts in data and student outcomes, while also reflecting on their specific and deliberate acts of teaching (as well as linking to our school wide development with Assessment for Learning – A4L with Trish Manson).



2) What's not working?

A chance to explore which students have not moved and what teaching and learning strategies have not been successful. This stage must stay 'above the line' allowing teachers time to own, accept and reflect on what we have tried, rather than look for blame or negative influences outside of our direct control (e.g. if they only wrote more at home, or were not away so sick so often).

3) What's next?

The final element is to promote active reflection across a team and the school to explore deliberate pedagogical acts that others have used with success and apply to any areas identified previously that are not working.



Our Target for 2022:

With the ongoing commitment to the Assessment for Learning professional development (with Trish at Evaluation Associates) and the Kāhui Ako focus on enhancing Learner Agency (through the Within School Leaders), individual classroom teachers have identified and are monitoring and tracking a group of students to accelerate progress above their previous rate of improvement.

In addition to these individual class focus groups, school wide year level targets have also been identified to raise the total percentage of students achieving 'At' or 'Above' expected curriculum level by the End of 2022 to 85% school wide.

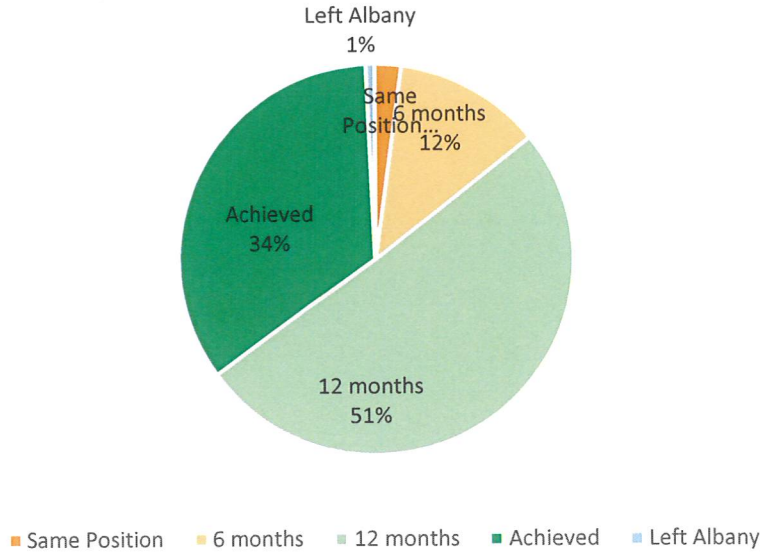
This report looks specifically at the 176 individual students who were identified in January 2022 to still be at risk when reviewing the December 2021 end of year data and are a continuation of the students targeted throughout 2021.

Where are we at now:

At the completion of the End of Year Progress and Reporting updates which were completed in November 2022, we have current data available for 140 of the 176 targeted students as 36 of these students have left Albany Primary which were identified in the target. It is important to note that our total number of students at Albany has risen to 774 students.

Below is the collated whole school data outlining the current progress and achievement of the 176 students identified in the 2022 Writing Target. These students were identified at risk of remaining below their year level expectation despite achieving a whole year's progress based on their current rate of achievement.

Albany Primary - Writing Target 2022 (n=141 students)



The above graph shows that:

- 1) 19% of the identified students (27 students out of 141) who were targeted for accelerated progress in 2022 due to the limited progress achieved in 2021, have made some progress, however are still achieving 'Below' their expected curriculum level for end of year (19% still 'Below' expected level).
- 2) 76% of the identified students (106 students out of 141) who were targeted for accelerated progress across 2022 due to the limited progress achieved in 2021, have now made expected gains and are back on track with their cohort (76% now 'At' expected level).
- 3) 5% of the identified students (7 students out of 141) who were targeted for accelerated progress in 2022 due to the limited progress achieved in 2021, have now made expected gains and are already achieving 'Above' their expected curriculum level for end of year (5% now 'Above' expected level).
- 4) 0.7% or 1 student have left Albany Primary School and information has been passed onto their new school to support effective transitions and reduce any disruption to learning programs
- 5) Overall, in Writing 74% of all students (549/740 students) have achieved At or Above expected curriculum level by the End of 2022 compared to 56% in 2021 and 75% in 2020.

Below is a break down of the year level data outlining the current progress and achievement of the 141 students identified in the 2022 Writing Target by Year Level.



Albany Primary - Writing Target update by Year Level 2022 (n=141 students)



The above graph shows that in the past 6 months:

- 1) There are no Year 1 students identified in the ongoing target from 2021 as they have now transitioned into the Year 2 target for 2022.
- 2) in Year 2, none of targeted students are in a similar position to where they were in mid 2022, 1 of the target students have made some progress (6 months) and are still below year level expected target, 17 of the targeted students have already made accelerated progress (12 months) and have achieved their end of 2022 Curriculum Level at Late Level 1, with the remaining 2 students who have now achieved Early Level 2 which is above expected level by end of 2022.
- 3) in Year 3, 2 of targeted students are in a similar position to where they were in mid 2022, none of the target students have made some progress (6 months) and are still below year level expected target, 7 of the targeted students have already made accelerated progress (12 months) and 17 students have achieved their end of 2022 Curriculum Level at Early Level 2.
- 4) in Year 4, 1 of targeted students are in a similar position to where they were in mid 2022, 4 of the target students have made some progress (6 months) and are still below year level expected target, none of the targeted students have already made accelerated progress (12 months) and 25 students have achieved their end of 2022 Curriculum Level at Late Level 2, with the remaining 1 student who has now achieved Early Level 3 which is above expected level by end of 2022.
- 5) in Year 5, none of targeted students are in a similar position to where they were in mid 2022, 5 of the target students have made some progress (6 months) and are still below year level expected target, 25 of the targeted students have already made accelerated progress (12 months) and have achieved their end of 2022 Curriculum Level at Early Level 3, with the remaining 1 student who has now achieved Late Level 3 which is above expected level by end of 2022.
- 6) in Year 6, none of targeted students are in a similar position to where they were in mid 2022, 7 of the target students have made some progress (6 months) and are still below year level expected target, 22 of the targeted students have already made accelerated progress (12 months) and have achieved their end of 2022 Curriculum Level at Late Level 3, with the remaining 3 students who have now achieved Early Level 4 which is above expected level by end of 2022.

It is important to remember that as a student moves through the school (over 40 weeks at school each year), their ability to be identified as Above, At, Below or Well Below also expands in relation to their cohort and therefore the above tables have measured curriculum level expectations. We can effectively measure 'value added' by looking at how the direct and targeted teaching focus accelerates the progress of students in addition to cohort growth – obviously this is in addition to daily teaching and learning programs. This aligns with the specific progress identified in the table above.

The curriculum level students are working at may have remained the same and it is important to recognise that movement across a curriculum level can take two years, and movement through half a curriculum level, i.e. early to late within a curriculum level, or from late one level to early in the next level can take a full year.

What did we identify that is working?

Team leaders and teachers have continued to reflect on what is working, specifically how the depth in our learning culture which is focused around developing and enhancing powerful relationships has been critical. The professional development provided by Trish Manson (Evaluation Associates – through A4L) and a professional reading 'Clarity in the Classroom' by Michael Absolum has again highlighted that being clear with the students about:

- what they are learning,
- why they are learning it,
- what they need to remember to be successful,
- how they will know when they are successful,

as it provides transparency for the students but also to share the ownership in learning which we know is best aligned with agentic learners and the fundamental principles of Ako. There was also increased opportunity and visibility for teachers to learn both formally and informally from one another.

The second factor which was identified to be having the greatest impact on student outcomes was being precise when identifying the next steps for writing progress. This included what was of interest to them and which examples / models best suited the learning needs of the targeted students – we found this really



engaged the students and helped with clarity for students, empowering them to become 'experts' and apply recent learning they have undertaken and to share with other students who were still to master the concept by 'learning together' (Tuakana Teina).

What did we identify that is not working?

Teachers are constantly looking at what are the potential barriers and what it is that they can do, change or provide to make the best out of every opportunity that is available (e.g. running small and targeted writing workshops in comparison to whole class lessons).

Given the past 18 months of restricted travel, experiences, trips and events that families are able to enjoy, teachers are finding the need to create real and authentic learning opportunities at school to enable students to explore events together (e.g. camps, external trips to motat or guest speakers). This is very important in the first 4 years of school as students write best about actual events or experiences, remembering how they felt, who was there and what they saw.

Teachers have also identified that it is critical to look carefully at what the individual needs for these target students are. How they can target lessons by precisely planning for the delivery of learning programs and then by reflecting on what they can do differently to accelerate learning outcomes.

There is always a need to explore each individual students learning journey and to work together (with students and families) to make this plan interesting, meaningful and focused on achieving the highest educational expectations for students as this will enable them to reach their potential. If the opportunities arise, exploring New Zealand and discovering new experiences as a family will support the students to develop their oral language, take photos they can use in class or even send a postcard or email to the classroom that can be used when they return to school.

Where to next?

We are already looking more closely at the 27 students who have been identified to still be in the same position or only making only some progress for their expected learning levels, a continued structured approach remains focused on enhancing individual teacher inquiries, the Assessment for Learning (A4L) professional development and individual team and school interventions.

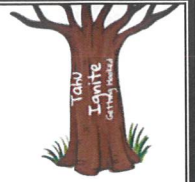
All class teachers have updated their writing assessments, completed a gap analyses to identify priorities for 2023 for handover and have also identified next steps for their own professional development and growth.

Across the Year 3 to 6 classes, teachers are exploring different writing examples/models that are of high interest showing the students next steps that they can also explore and unpick collaboratively, alongside exploring a range of technological tools that may support reluctant writers or students with identified learning needs.

Specific ongoing professional development for teachers and targeted support programs will also be investigated to provide barrier free access to support student's' progress maximising their potential.

We believe that to grow together we know 'Te piko o te māhuri, tērā te tupu o te rākau - the way a sapling is nurtured determines how strong it will grow as a tree' and this is true for all Albany learners.





Executive Summary

At the completion of the End of Year Progress and Reporting updates which were completed in November 2022, we have current data available for 96% of the 95 targeted students, as 4 have left Albany Primary.

In Mathematics 84% of all students achieved At (55%) or Above (29%) expected curriculum level by the End of 2022 compared to 72% in 2021 and 81% in 2020.

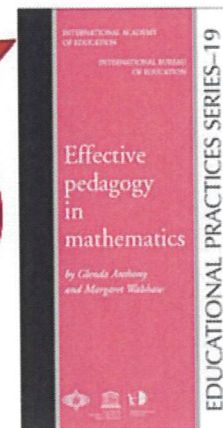
Target A: 58% of the targeted Māori or Pacifica students (15 out of 26) have successfully achieved their expected curriculum level by Year End.

Target B: 58% of the targeted female students (40 out of 69) have successfully accelerated their progress to achieve Above their expected curriculum level by Year End.

The need for practice!

Practice plays an important role in transferring information from working short term memory to long-term memory.

Students need opportunities to practice what they are learning, whether it be to improve their computational fluency, problem-solving skills, or conceptual understanding.
BES (p. 14)



Next Steps

We are already looking more closely at the 36 students (10 Target A and 26 Target B) who have been identified to still be in the same position or only making only some progress for their expected learning levels, a continued structured approach remains focused on enhancing individual teacher inquiries, the external Maths Development professional learning and both team and school interventions.

Class teachers have updated their mathematics assessments, completed gap analyses to identify priorities for handover and have also identified next steps for their own professional development and growth.

Across the classes, teachers are exploring different approaches using examples/models that are of high interest showing the students next steps that they can also explore and unpick collaboratively, alongside exploring a range of technological tools that may support reluctant mathematicians or students with identified learning needs.

Specific ongoing professional development for teachers and targeted support programs will also be investigated to provide barrier free access to support student's progress maximising their potential.

We believe that to grow together we know 'Te piko o te māhuri, tērā te tupu o te rākau - the way a sapling is nurtured determines how strong it will grow as a tree' and this is true for all Albany learners.



Why do we report on our Target Students?

To share with the Board at Albany Primary School, with confidence, that there has been positive pedagogical change, that has directly impacted student achievement outcomes in the identified target area.

We also do this to celebrate progress and share the successes that teachers and students are having which embody the concept of Ako. We believe that to grow together we know 'Te piko o te māhuri, tēra te tupu o te rākau - the way a sapling is nurtured determines how strong it will grow as a tree' and this is true for all Albany learners.

How do we do this?

By using Teaching as Inquiry (*New Zealand Curriculum 2007 - Pages 34 and 35*) interwoven with GROWTH Coaching © and our Albany Primary Inquiry pedagogy, we hone in on the student data to drive the conversation and teachers explore three key questions to enhance their practice and improve outcomes for students.

4) What's working within our practice and how do we know?

This question allows team members the chance to celebrate positive shifts in data and student outcomes, while also reflecting on their specific and deliberate acts of teaching (as well as linking to our school wide development with Assessment for Learning – A4L with Trish Manson and Mathematics Development with Dr Jo Knox).



5) What's not working?

A chance to explore which students have not moved and what teaching and learning strategies have not been successful. This stage must stay 'above the line' allowing teachers time to own, accept and reflect on what we have tried, rather than look for blame or negative influences outside of our direct control (e.g. if they only wrote more at home, or were not away so sick so often).

6) What's next?

The final element is to promote active reflection across a team and the school to explore deliberate pedagogical acts that others have used with success and apply to any areas identified previously that are not working.



Our Target for Term 3 and 4 2022:

By the end of 2022, we are working to ensure that 85% of all students are achieving 'At' (65%) or 'Above' (20%) their expected curriculum level.

Target A: supporting a number of Māori or Pacifica students who are below their current cohort and with direct intervention will be able to achieve their expected curriculum level by Year End (26 students).

Target B: extending a number of female students who are already at their current cohort level and focusing on accelerating them to achieve Above their expected curriculum level by Year End (focusing on the ratio of males / females above cohort level by End of Year – 69 students).

Where are we at now:

In Mathematics 84% of all students achieved At (55%) or Above (29%) expected curriculum level by the End of 2022 compared to 72% in 2021 and 81% in 2020.

Target A: 58% of the targeted Māori or Pacifica students (15 out of 26) have successfully achieved their expected curriculum level by Year End.

Target B: 58% of the targeted female students (40 out of 69) have successfully accelerated their progress to achieve Above their expected curriculum level by Year End.

What did we identify that is working?

Working collaboratively with the Maths Development team (Dr Jo Knox and Marie Hirst) we were able to personalise a delivery plan suited to the individual needs at Albany which had 4 key elements:

- 1) A staff survey to identify needs, analyse trends and formulate a 12 month delivery plan.
- 2) Whole staff meetings to develop content knowledge of the maths strand in focus, including unpacking the learning progressions.
- 3) Team Leaders sessions, to increase content knowledge on the focus maths strand and to empower their leadership capacity to share back with their teams:
 - a. Know the learning progressions for the maths strand in focus
 - b. Explore assessment opportunities and know what to look for
 - c. Planning the unit of work to share with their team including teaching resources and rich tasks (explicit teaching and/or inquiry problem solving)
- 4) One on one sessions with a facilitator based on individual needs: e.g., planning, understanding assessment data, explicit small group teaching, inquiry problem solving.

Team leaders and teachers have continued to reflect on what is working, specifically how the depth in our learning culture which is focused around developing and enhancing powerful relationships has been critical. The professional development provided by Trish Manson (Evaluation Associates – through A4L) and a professional reading 'Clarity in the Classroom' by Michael Absolum has again highlighted that being clear with the students about:

- what they are learning,
- why they are learning it,
- what they need to remember to be successful,
- how they will know when they are successful,

as it provides transparency for the students but also to share the ownership in learning which we know is best aligned with agentic learners and the fundamental principles of Ako. There was also increased opportunity and visibility for teachers to learn both formally and informally from one another.

What we identified that is not working?

Lessons being planned using lower level thinking, whereby they are simple closed tasks that are aimed at easy access whole class, where some students get left behind and others finish quickly, becoming bored.

Students being streamed into fixed classes or smaller groups where they are restricted to the same level and closed tasks, and teachers are now beginning to move to goal based workshops which are flexible, multi levelled and open ended in nature.

Teachers who are trying to cater for such a diverse range of learners, across such a wide range of curriculum levels and who do not have the confidence or depth of knowledge to master the **5 key practices of**: anticipation, monitoring, selecting, sequencing and then connecting student's thoughts with concepts or misconceptions by asking open and leading questions to advance individuals thinking.

Where to next?

We are already looking more closely at the 36 students (10 Target A and 26 Target B) who have been identified to still be in the same position or only making only some progress for their expected learning levels, a continued structured approach remains focused on enhancing individual teacher inquiries, the external Maths Development professional learning and both team and school interventions.

Class teachers have updated their mathematics assessments, completed gap analyses to identify priorities for handover and have also identified next steps for their own professional development and growth.

Across the classes, teachers are exploring different approaches using examples/models that are of high interest showing the students next steps that they can also explore and unpick collaboratively, alongside exploring a range of technological tools that may support reluctant mathematicians or students with identified learning needs.

Specific ongoing professional development for teachers and targeted support programs will also be investigated to provide barrier free access to support student's' progress maximising their potential.



ALBANY PRIMARY SCHOOL
Where learning makes a difference ...

Principal's Report

**Presented at the Board meeting on
Thursday 8th June 2023**

Strategic Decisions

Annual Report 2022 (attached)

MOTION: the board approves the 2022 Annual Report.
Attached is also the Auditors Report to Board.

Monitoring

School Roll

The school roll is currently 759 (including 13 foreign fee paying students).
We are also accepting a short term group visit of 9 International students for 5 weeks next term.

Staffing

- Danjela Martin has announced her pregnancy. She has requested extended parental leave from 13th October and will return in Term 4 2024.
- Erin Konings gave birth to a little boy (Dante) on Friday 26th May
- Terri Cochrane has been appointed to start the next new entrant class starting in early Term 3

NZEI members are currently voting on recent contract offers. Support from parents collecting students early on 31/05/23 was appreciated as we were able to provide coverage so that all union members could attend the afternoon meeting.

Compliance / Policy

See attached policies which has recently been updated in School Docs:

- Health Safety and Welfare policy
- Legislation and Administration policy
- School planning and reporting

Finance

The finance committee met on 31/05/23.
Attached is the latest banked staffing and finance reports.

Property

5 YA

The contract has been signed for our final 5 YA project (Library roof and upgrade, ILE upgrade. A meeting with both the new build and this contractor will be held on 13th June in relation to shared sites and vehicle entry.

New Build

The school has been operating from a generator for the last two weeks, with the connection to the new transformer planned for next week. The electrical contractor has identified concerns regarding the age and condition of some of our current switch boards so we have requested an independent contractor to review and replace where required.

Community Consultation and Reporting

Goal 3 (Community and Stakeholder Partnerships)

Within this goal sits the review of our current Vision and Values (which may lead to rebranding). James is leading this plan and SLT are keen to hold an interactive session with you on Thursday 20th July to seek your input.

Community of Learning (CoL)

Attached is the Term 1 and 2 Whānau ki te Ako update.

ALBANY SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

Ministry Number: 1202
Principal: Maree Bathurst
School Address: 6 Bass Road, Albany
School Postal Address: 6 Bass Road, Albany
School Phone: 09 415 9668
School Email: admin@albany.schoool.nz

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Rick Pierce	Presiding Member	Elected	Nov-23
Maree Bathurst	Principal ex Officio	ex Officio	Current
Alison Chambers	Parent Representative	Elected	Aug-25
Brad Harpur	Parent Representative	Elected	Nov-23
Sophia Wang	Parent Representative	Elected	Aug-22
Wei Lu	Parent Representative	Elected	Sep-25
Lisa Battersby	Parent Representative	Elected	Aug-25
Joanne Paviour	Staff Representative	Elected	Aug-22
Sarah Fish	Staff Representative	Elected	Aug-25

Accountant / Service Provider: S.A.J. Services Ltd

ALBANY SCHOOL

Annual Report - For the year ended 31 December 2022

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<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 - 20</u>	Notes to the Financial Statements
	Other Information
	Analysis of Variance
	Kiwisport

Albany School

Statement of Responsibility

For the year ended 31 December 2022

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

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

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

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

RICHARD JOHN PIERCE

Full Name of Presiding Member



Signature of Presiding Member

30/5/2023

Date:

Maree Grace Bathurst

Full Name of Principal



Signature of Principal

30/5/2023

Date:

Albany School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue				
Government Grants	2	6,378,433	6,354,716	6,135,437
Locally Raised Funds	3	386,724	179,650	427,908
Interest Income		9,255	500	736
Total Revenue		6,774,412	6,534,866	6,564,081
Expenses				
Locally Raised Funds	3	178,224	23,200	196,295
Learning Resources	4	4,746,792	4,610,439	4,801,370
Administration	5	397,822	342,379	374,967
Finance		6,113	4,384	8,025
Property	6	1,165,519	1,601,243	1,129,470
Loss on Disposal of Property, Plant and Equipment		316,309	-	779
		6,810,779	6,581,645	6,510,906
Net Surplus / (Deficit) for the year		(36,367)	(46,779)	53,175
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(36,367)	(46,779)	53,175

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



Albany School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		1,583,679	1,629,970	1,437,779
Total comprehensive revenue and expense for the year		(36,367)	(46,779)	53,175
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		43,042	-	92,725
Equity at 31 December		1,590,354	1,583,191	1,583,679
Accumulated comprehensive revenue and expense		1,590,354	1,583,191	1,583,679
Equity at 31 December		1,590,354	1,583,191	1,583,679

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.



Albany School

Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	7	910,966	927,672	902,451
Accounts Receivable	8	411,177	70,097	297,459
GST Receivable		16,935	33,404	33,404
Prepayments		28,005	35,847	35,847
Inventories	9	16,818	14,780	14,780
Investments	10	200,000	-	-
Funds Receivable for Capital Works Projects	17	-	-	31,646
		<u>1,583,901</u>	<u>1,081,800</u>	<u>1,315,587</u>
Current Liabilities				
Accounts Payable	12	443,445	71,085	344,738
Revenue Received in Advance	13	126,516	64,913	48,038
Provision for Cyclical Maintenance	14	2,520	1,577	1,577
Finance Lease Liability	15	41,281	34,711	34,711
Funds held in Trust	16	-	-	16,875
Funds held for Capital Works Projects	17	142,156	316,212	347,858
		<u>755,918</u>	<u>488,498</u>	<u>793,797</u>
Working Capital Surplus/(Deficit)		827,983	593,302	521,790
Non-current Assets				
Property, Plant and Equipment	11	832,126	1,043,779	1,115,779
		<u>832,126</u>	<u>1,043,779</u>	<u>1,115,779</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	21,459	26,047	26,047
Finance Lease Liability	15	48,296	27,843	27,843
		<u>69,755</u>	<u>53,890</u>	<u>53,890</u>
Net Assets		<u>1,590,354</u>	<u>1,583,191</u>	<u>1,583,679</u>
Equity		<u>1,590,354</u>	<u>1,583,191</u>	<u>1,583,679</u>

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



Albany School

Statement of Cash Flows

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash flows from Operating Activities				
Government Grants		1,668,652	1,532,342	1,375,864
Locally Raised Funds		315,994	124,967	331,819
International Students		149,207	2,137	47,529
Goods and Services Tax (net)		16,469	4,672	4,672
Payments to Employees		(932,849)	(861,799)	(837,238)
Payments to Suppliers		(655,876)	(585,783)	(719,985)
Interest Paid		(6,113)	(4,384)	(8,025)
Interest Received		5,903	500	736
Net cash from/(to) Operating Activities		561,387	212,652	195,372
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(154,489)	(135,222)	(130,159)
Purchase of Investments		(200,000)	-	-
Net cash from/(to) Investing Activities		(354,489)	(135,222)	(130,159)
Cash flows from Financing Activities				
Furniture and Equipment Grant		43,042	-	92,725
Finance Lease Payments		(50,494)	(48,236)	(56,468)
Funds Administered on Behalf of Third Parties		(190,931)	323,750	319,764
Net cash from/(to) Financing Activities		(198,383)	275,514	356,021
Net increase/(decrease) in cash and cash equivalents		8,515	352,944	421,234
Cash and cash equivalents at the beginning of the year	7	902,451	574,728	481,217
Cash and cash equivalents at the end of the year	7	910,966	927,672	902,451

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.



Albany School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.



Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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



d) Finance Lease Payments

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

e) Cash and Cash Equivalents

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

f) Accounts Receivable

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

g) Inventories

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

h) Investments

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

i) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements	50 years
Furniture and equipment	5 years
Information and communication technology	2.5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

j) Impairment of property, plant, and equipment and intangible assets

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

Non cash generating assets

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

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

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

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

k) 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.

l) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

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

m) Revenue Received in Advance

Revenue received in advance relates to fees received from international 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.

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

n) Funds Held in Trust

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

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

o) Funds held for Capital works

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

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

p) Provision for Cyclical Maintenance

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

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

The schools carries out painting maintenance of the whole school over a 7 to 10 year period, the economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

q) Financial Instruments

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

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. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

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

r) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

s) Budget Figures

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

t) Services received in-kind

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

2. Government Grants

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	1,641,404	1,337,351	1,368,497
Teachers' Salaries Grants	3,873,920	3,754,639	3,945,228
Use of Land and Buildings Grants	851,861	1,259,926	798,345
Other Government Grants	11,248	2,800	23,367
	<u>6,378,433</u>	<u>6,354,716</u>	<u>6,135,437</u>

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

3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue			
Donations & Bequests	74,093	75,000	76,266
Fees for Extra Curricular Activities	179,591	8,000	181,528
Trading	23,408	24,850	32,068
Fundraising & Community Grants	46,030	31,800	52,654
International Student Fees	63,602	40,000	85,392
	<u>386,724</u>	<u>179,650</u>	<u>427,908</u>
Expenses			
Extra Curricular Activities Costs	148,668	6,500	148,862
Trading	4,036	2,300	4,644
Fundraising and Community Grant Costs	9,362	10,000	27,434
International Student - Other Expenses	16,158	4,400	15,355
	<u>178,224</u>	<u>23,200</u>	<u>196,295</u>
	<u>208,500</u>	<u>156,450</u>	<u>231,613</u>

Surplus/ (Deficit) for the year Locally raised funds

During the year the School hosted 4 International students (2021:9)

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	59,863	64,600	62,413
Information and Communication Technology	32,515	29,700	28,889
Library Resources	583	1,000	754
Employee Benefits - Salaries	4,423,418	4,283,139	4,463,310
Staff Development	31,063	32,000	22,104
Depreciation	199,350	200,000	223,900
	<u>4,746,792</u>	<u>4,610,439</u>	<u>4,801,370</u>



5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	7,998	7,500	7,427
Board Fees	3,205	3,600	3,940
Board Expenses	9,286	8,000	20,911
Communication	4,641	5,536	5,613
Consumables	32,376	26,400	27,055
Other	41,769	41,891	43,384
Employee Benefits - Salaries	273,490	224,500	240,845
Insurance	13,491	13,400	14,673
Service Providers, Contractors and Consultancy	11,566	11,552	11,119
	<u>397,822</u>	<u>342,379</u>	<u>374,967</u>

6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	22,566	20,500	27,146
Consultancy and Contract Services	79,218	84,700	76,500
Cyclical Maintenance Provision	(3,645)	38,379	34,944
Grounds	17,319	8,800	6,667
Heat, Light and Water	63,376	76,000	66,658
Rates	246	185	247
Repairs and Maintenance	42,920	31,553	31,990
Use of Land and Buildings	851,861	1,259,926	798,345
Security	6,529	6,200	5,721
Employee Benefits - Salaries	85,129	75,000	81,252
	<u>1,165,519</u>	<u>1,601,243</u>	<u>1,129,470</u>

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

7. Cash and Cash Equivalents

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Bank Accounts	910,966	927,672	902,451
Cash and cash equivalents for Statement of Cash Flows	<u>910,966</u>	<u>927,672</u>	<u>902,451</u>

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

Of the \$910,966 Cash and Cash Equivalents, \$142,156 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2023 on Crown owned school buildings.



8. Accounts Receivable

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Receivables from the Ministry of Education	54,122	-	-
Interest Receivable	3,352	-	-
Banking Staffing Underuse	-	-	16,000
Teacher Salaries Grant Receivable	353,703	70,097	281,459
	<u>411,177</u>	<u>70,097</u>	<u>297,459</u>
Receivables from Exchange Transactions	3,352	-	-
Receivables from Non-Exchange Transactions	407,825	70,097	297,459
	<u>411,177</u>	<u>70,097</u>	<u>297,459</u>

9. Inventories

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
School Uniforms	16,818	14,780	14,780
	<u>16,818</u>	<u>14,780</u>	<u>14,780</u>

10. Investments

The School's investment activities are classified as follows:

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	200,000	-	-
Total Investments	<u>200,000</u>	<u>-</u>	<u>-</u>



11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Building Improvements	814,465	-	(312,996)	-	(21,940)	479,529
Furniture and Equipment	149,584	72,664	-	-	(54,887)	167,361
Information and Communication Technology	77,457	74,378	-	-	(70,405)	81,430
Leased Assets	56,721	77,516	-	-	(49,407)	84,830
Library Resources	17,552	7,447	(3,312)	-	(2,711)	18,976
Balance at 31 December 2022	1,115,779	232,005	(316,308)	-	(199,350)	832,126

The net carrying value of furniture and equipment held under a finance lease is \$84,830 (2021: \$56,721)

Restrictions

There are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2022	2022	2022	2021	2021	2021
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	676,083	(196,554)	479,529	1,192,448	(377,983)	814,465
Furniture and Equipment	550,963	(383,601)	167,362	488,509	(338,925)	149,584
Information and Communication Technology	658,682	(577,251)	81,431	675,744	(598,287)	77,457
Leased Assets	145,192	(60,364)	84,828	131,920	(75,199)	56,721
Library Resources	53,766	(34,790)	18,976	57,091	(39,539)	17,552
Balance at 31 December	2,084,686	(1,252,560)	832,126	2,545,712	(1,429,933)	1,115,779

12. Accounts Payable

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	23,861	27,022	27,022
Accruals	7,998	7,765	7,765
Employee Entitlements - Salaries	404,022	28,655	302,308
Employee Entitlements - Leave Accrual	7,564	7,643	7,643
	443,445	71,085	344,738
Payables for Exchange Transactions	443,445	71,085	344,738
	443,445	71,085	344,738

The carrying value of payables approximates their fair value.



13. Revenue Received in Advance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
International Student Fees in Advance	117,450	31,845	31,845
Other revenue in Advance	9,066	33,068	16,193
	126,516	64,913	48,038

14. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	27,624	27,624	34,742
Increase to the Provision During the Year	(3,645)	38,379	34,944
Use of the Provision During the Year	-	(38,379)	(42,062)
Other Adjustments	-	-	-
Provision at the End of the Year	23,979	27,624	27,624
Cyclical Maintenance - Current	2,520	1,577	1,577
Cyclical Maintenance - Non current	21,459	26,047	26,047
	23,979	27,624	27,624

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

15. Finance Lease Liability

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	41,281	34,711	34,711
Later than One Year and no Later than Five Years	48,296	27,843	27,843
	89,577	62,554	62,554
Represented by			
Finance lease liability - Current	41,281	34,711	34,711
Finance lease liability - Non current	48,296	27,843	27,843
	89,577	62,554	62,554



16. Funds held in Trust

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	-	-	16,875
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	<u>-</u>	<u>-</u>	<u>16,875</u>

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expense of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.

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. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 7.

2022	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Roof Repairs Stage 1	27,705	-	-	-	27,705
Roof Repairs Stage 2	4,797	-	-	-	4,797
AMS Bkl 2 & 10	(28,886)	28,881	-	5	-
Permanent Shade Structure	106,330	10,725	(117,055)	-	-
Middle & Senior Playground	76,776	3,884	(80,660)	-	-
Landscaping (Paving)	82,600	25,632	(108,232)	-	-
Project Support for Masterplan	49,650	28,713	(9,167)	-	69,196
Drainage to lower classrooms	(2,760)	51,282	(48,522)	-	-
Library Re-Roofing & Toilets	-	32,962	(22,129)	-	10,833
Block 5 Toilet & Breakout Space	-	20,418	(4,790)	-	15,628
Block 6 Toilet & Breakout Space	-	19,137	(5,140)	-	13,997
Totals	<u>316,212</u>	<u>221,634</u>	<u>(395,695)</u>	<u>5</u>	<u>142,156</u>

Represented by:

Funds Held on Behalf of the Ministry of Education
Funds Receivable from the Ministry of Education

142,156
-



2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Roof Repairs Stage 1	27,705	-	-	-	27,705
Roof Repairs Stage 2	24,342	14,486	(34,031)	-	4,797
RCD Fuse Replacement	500	500	(1,000)	-	-
AMS Bkl 2 & 10	(82,565)	200,500	(146,821)	-	(28,886)
Permanent Shade Structure	15,000	104,651	(13,321)	-	106,330
Fencing & Shade Structure Nature	(9,320)	19,433	(10,113)	-	-
Middle & Senior Playground	16,800	115,000	(55,024)	-	76,776
Landscaping (Paving)	-	85,000	(2,400)	-	82,600
Project Support for Masterplan	-	50,000	(350)	-	49,650
Drainage to lower classrooms	-	-	(2,760)	-	(2,760)
Totals	(7,538)	589,570	(265,820)	-	316,212

Represented by:

Funds Held on Behalf of the Ministry of Education
Funds Receivable from the Ministry of Education

347,858
(31,646)

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 Board members, Principal, Deputy Principals and Heads of Departments.

	2022 Actual \$	2021 Actual \$
<i>Board Members</i> Remuneration	3,205	3,940
<i>Leadership Team</i> Remuneration Full-time equivalent members	524,876 4	549,582 4
Total key management personnel remuneration	<u>528,081</u>	<u>553,522</u>

There are 6 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. The Board also has Finance (1 member) that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170 - 180	190 - 200
Benefits and Other Emoluments	0 - 5	0 - 5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 - 110	7.00	4.00
110 - 120	3.00	2.00
120 - 130	0.00	1.00
	<u>10.00</u>	<u>7.00</u>

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 board members, committee members, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2022 Actual	2021 Actual
Total	\$0	\$10,000
Number of People	0	1

21. Contingencies

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

Holidays Act Compliance – schools payroll

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

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed. To the extent that any obligation cannot reasonably be quantified at 31 December 2022, a contingent liability for the school may exist.

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

22. Commitments

(a) Capital Commitments

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

- (a) \$329,618 contract for Library & Toilet Re-Roofing to be completed in 2023, which will be fully funded by the Ministry of Education. \$32,962 has been received of which \$22,129 has been spent on the project to date; and
- (b) \$204,179 contract for Block 5 Toilet & Breakout Spaces to be completed in 2023, which will be fully funded by the Ministry of Education. \$20,418 has been received of which \$4,790 has been spent on the project to date; and
- (c) \$213,078 contract for Block 6 Toilet & Breakout Spaces to be completed in 2023, which will be fully funded by the Ministry of Education. \$19,137 has been received of which \$5,140 has been spent on the project to date.

(Capital commitments at 31 December 2021: \$397,516)

(b) Operating Commitments

As at 31 December 2022 the Board has entered into no contracts.

(Operating commitments at 31 December 2021: \$0)



23. Financial Instruments

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

Financial assets measured at amortised cost

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	910,966	927,672	902,451
Receivables	411,177	70,097	297,459
Investments - Term Deposits	200,000	-	-
Total Financial assets measured at amortised cost	<u>1,522,143</u>	<u>997,769</u>	<u>1,199,910</u>

Financial liabilities measured at amortised cost

Payables	443,445	71,085	344,738
Finance Leases	89,577	62,554	62,554
Total Financial Liabilities Measured at Amortised Cost	<u>533,022</u>	<u>133,639</u>	<u>407,292</u>

24. Events After Balance Date

During February 2023 the North Island of New Zealand was struck by several extreme weather events which resulted in widespread flooding, road closures, slips, and prolonged power and water outages for many communities in the Northland, Auckland, Coromandel, Bay of Plenty, Gisborne, and Hawkes Bay/Tairāwhiti regions.

The damage caused by extreme weather events in the Auckland region and the full financial impact has not yet been determined, but it is not expected to be significant to the school. The school continued to receive funding from the Ministry of Education, even while closed.



INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF ALBANY SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

The Auditor-General is the auditor of Albany School (the School). The Auditor-General has appointed me, Matt Laing, using the staff and resources of Deloitte Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 30 May 2023. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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



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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

Deloitte.

- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the information including List of Board of Trustees, Statement of Responsibility, Analysis of Variance Report, KiwiSport Report and Statement of Compliance with Employment Policy Report, but does not include the financial statements, and our auditor's report thereon.

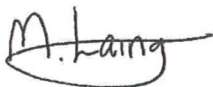
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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 the School.



Matt Laing

Partner

for Deloitte Limited

On behalf of the Auditor-General

Hamilton, New Zealand