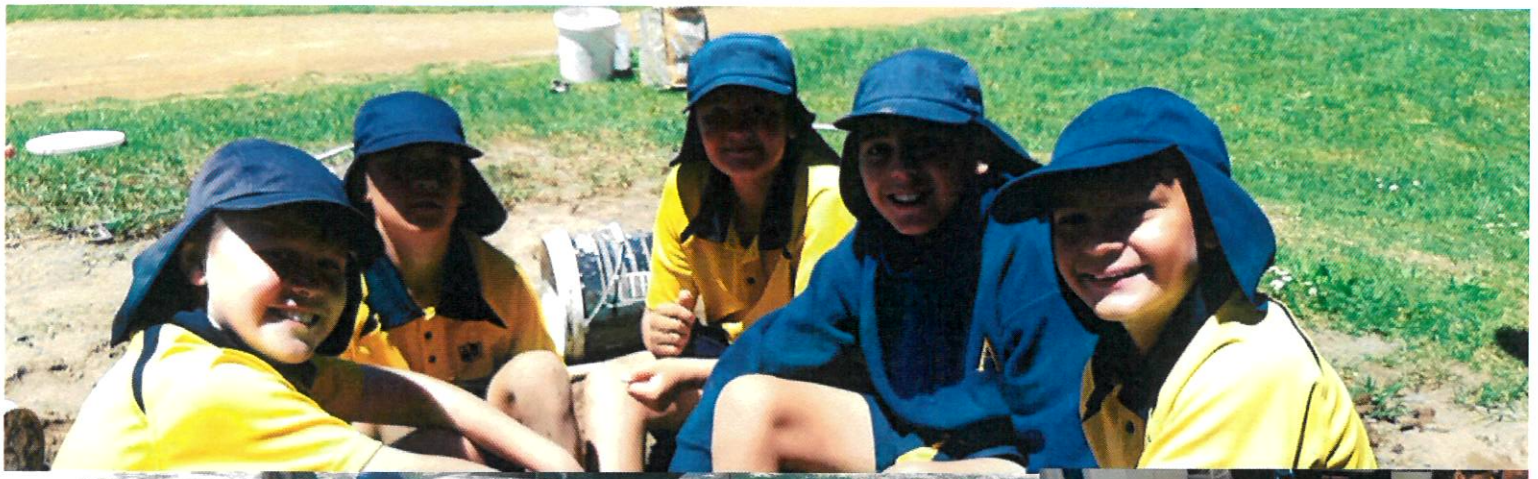


Albany Primary School Annual Report 2020

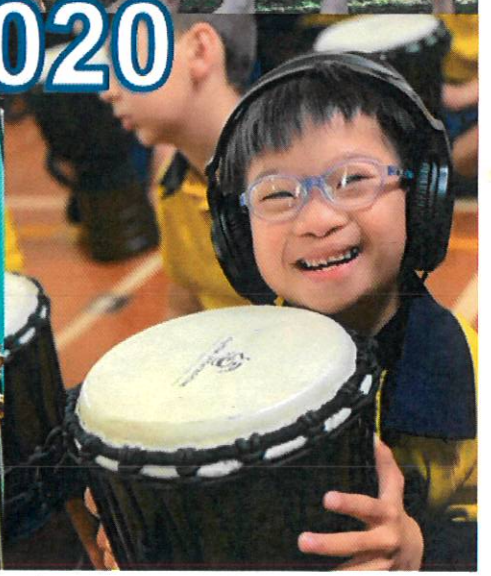


Table of Contents

Principal Report

Strategic Directions 2020 - 2023

Annual Plan Summary 2020

Analysis of Variance 2020

Financial Statements

Principal Report 2020

'Bubble School', face masks, zoom meetings, physical / social distancing, 'Lockdown' - words that until 2020 had very different meanings, but now will be forever embedded in our collective memory as the year of Covid-19. This year has been a year like no other in recent history for your child, family, our school, community and nation.

Our staff are to be acknowledged for within days' notice of the impending Level 4 lockdown successfully converting our curriculum to an online / digital learning platform. Our families embraced "learning from home" and strengthened our home / school partnerships to a new level.

The 2020 year began with a roll of 790 (an increase of 61 children from our 2019 start) and concluded in December with a closing roll of "the team of 875" (which was our highest roll to date). As per a Ministry decision in 2019 our school zone was changed from the start of Term 3, to exclude Unsworth Heights area. Due to delays with the delivery of temporary classrooms once again our staffroom was converted to a new entrant classroom.

In February we officially opened our new Junior School playground, which had been moved in Term 3 2019 to make room for our relocatable classrooms. After months of planning and a competition to name the Panda (Meng Meng) our 'zen' garden was completed in front of the admin block. We have continued to provide high quality digital devices in classrooms including chrome books for Year 3 – 6 students, and interactive promethium's in all teaching spaces.

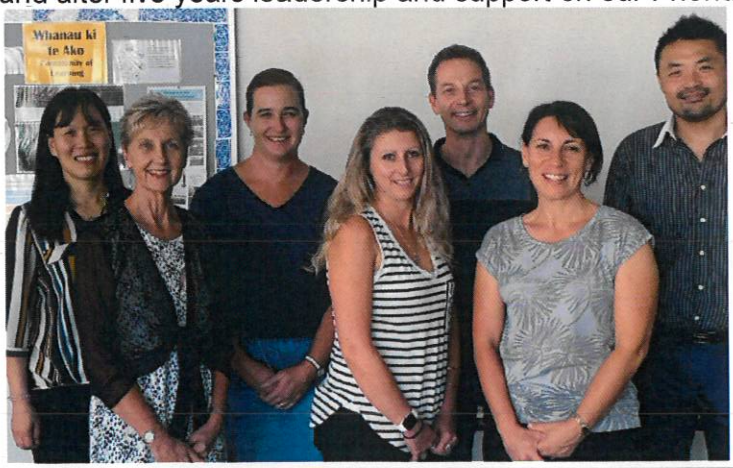
We had a total 211 MOE funded English Language Learners this year, in addition to a reduced number of only 15 Foreign Fee Paying Students enrolled. These two funding streams continue to allow employment of a full time ESOL teacher who works with small groups and coordinates three part time ELLA's (English Language Learning Assistants) who support learners in the classroom.

Due to COVID-19 many of our normal yearly events were cancelled. These included the Year 3 – 6 cross country, Onepoto festival for Kapahaka, Year 5/6 Young Leaders Day, student led conferences and our Year 3/4 camp at MERC. We were still able to hold our partnership meetings, family fun night, end of year school disco, Albany IDOL, and Y3 - 6 athletics day as well as being able to go ahead with our Year 5/6 camp at Carey Park in Term 4.

COVID also affected many of our after school sports teams with some having a very limited competition and others not able to play at all. Kiwisport funding provided for a new basketball hoop for our hall and new sports resources for the school.

We welcomed James Hopkins to the staff in Term 3 in a new Deputy Principal role. We farewelled some of our long-term staff members for their exemplary years of teaching and leading service in our school, Richard Cowell (12 years), Delwyn Kruyff (Y5/6 Team Leader, 5 years), Lisa Ellsworth (Y2 Team Leader, 5 years), as well as Rebecca Coombe (4 years), Pamela Birley (2 years), and fixed term teachers, Tamasin Nisbet, Lucy Mills and Sandy Tollemache.

Leaving our Board we acknowledge and thank John Rutherford for his six years of exemplary governance, as well as Wanda Roberson for over 4 years of financial expertise and wisdom. Our thanks to Rick Pierce (Board Chairperson) for his continued tenure leading our Board, always modelling true collaboration and leadership for our community and staff. We welcomed Brad Harpur on his election to the Board. We also farewell Cathy Borland after five years leadership and support on our Friends of the School (FoS) team.



Board of Trustees

Left to Right: Sophia Wang, Maree Bathurst, Alison Chambers, Joanne Paviour, Rick Pierce, Wanda Robertson, Wei Lu,

Absent: John Rutherford

School Organisation and Staff

Principal	Maree Bathurst
Deputy Principals	Helen Furness, Simon Shore, Faron Tuner, James Hopkins (Terms 3 - 4)
SENCO	Sarah Fish
Ancillary Staff	Julie Carrucan, Lisa Elder, Jan Munroe, Terrie Emm Mike Crake (Caretaker)

Teachers

Shari Turner	New Entrant (Terms 2 – 4)
Lucy Mills	New Entrant (Terms 3 – 4)
Chelsea Phipps	New Entrant (Terms 3 - 4)
Judith-Ann Sillick (Team Leader Y0)	Year 1
Aimee Robinson (Team Leader Y1)	Year 1
Carol Chambers	Year 1
Hannah Kilduff	Year 1
Michelle Lacey	Year 1
Shawnee Marcroft	Year 1
Nicole Peterson	Year 1
Sandy Tollemache	Year 1
Lee Hopkirk	Year 1 (Terms 2 – 4)
Dani Reydon-Danzey	Year 1 (Terms 3 – 4)
Lisa Ellsworth (Team Leader)	Year 2
Tamasin Nisbet	Year 2
Erin Konings	Year 2
Xu Han	Year 2
Ellen Thompson	Year 2
Gillian Visser	Year 2
Joanne Paviour (Team Leader MLE)	Year 3/4
Kirsty Hodd	Year 3/4
Chelsey McDonald	Year 3/4
Alysa Lee	Year 3/4
Abigail Cawood	Year 3/4
Alex Hanson (Team Leader MLE)	Year 3/4
Monique Tordeich / Rebecca Kerr	Year 3/4
Adri Rousseau	Year 3/4
Karen Hughes	Year 3/4
Desirae Jeffery	Year 3/4
Sol Lee	Year 3/4
Delwyn Kruyff (Team Leader)	Year 5/6
Pamela Birley	Year 5/6
Fiona Francis	Year 5/6
Rebecca Coombe	Year 5/6
Sareta Kemp	Year 5/6
Liz McLellan (Team Leader)	Year 5/6
Cherie Goldie	Year 5/6
Richard Cowell	Year 5/6
Yvonne Hook	Year 5/6
Jo Franklin (Terms 3-4)	Year 5/6

English Language

Michelle Molesworth
Linda Hogan
Sheda Madladji
Suman Wang

Teacher Aides

Julia Donaldson
Yvonne Lilly
Mignon Opmeer
Tina Pederson
Joyce Khong
Lesley Dixon
Sharon Wall
Juanita Swanepoel
Murray Lawes

Reading Recovery

Tracy Moody
Christine Templeton

Support Teacher

Donelle Roberts

Languages

Ian Thompson (Te Reo)

Specialist Release

Jacqueline Day
Danielle Davies

Resources

Suman Wang

Albany Primary School - 2020

Staff

Principal: Maree Bathurst

Row 4: Alysa Lee, Julia Donaldson, Abigail Cawood, Chelsey McDonald, Michelle Lacey, Sareta Kemp, Michael Crake, Shari Turner, Richard Cowell, Cherie Goldie, Xu Han, Jan Munroe, Linda Hogan, Carol Chambers, Sol Lee, Hannah Kilduff

Row 3: Ellen Thompson, Christine Templeton, Suman Wang, Erin Konings, Yvonne Hook, Lesley Dixon, Ian Thompson, Adri Rousseau, Lee Hopkirk, Nicole Peterson, Tina Pederson, Monique Tordeich, Tracy Moody, Desirae Lagerwall, Danielle Davies, Julie Carrucan, Tamasin Nisbet

Row 2: Michelle Molesworth, Yvonne Lilly, Kirsty Hodd, Donelle Roberts, Agnes Zapasnik, Karen Hughes, Sandy Tollemache, Gillian Visser, Terrie Emm, Rebecca Coombe, Joyce Khong, Shawnee Marcroft, Juanita Swanepoel, Mignon Opmeer, Sheda Madladji, Pamela Birley

Row 1: Lisa Elder, Judith-Ann Sillick, Liz McLellan, Alex Hanson, Lisa Ellsworth, Faron Turner, Helen Furness, Maree Bathurst, Simon Shore, James Hopkins, Joanne Paviour, Aimee Robinson, Sarah Fish, Delwyn Kruyff, Fiona Francis

Albany Primary School - Strategic Directions 2020 - 2023 (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
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 2020 - 2023 (Albany 1000)

'Where learning makes a difference…'

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

The Albany Curriculum (Refresh and Review)

- Reporting and Assessment
- Digital Technology and Citizenship
- Health, relationship and wellbeing
- Inclusive and personalised learning
- Inquiry
- NZ History

Proactive planning to surpass future needs

Personnel

- Review admin and support staff roles
- Distributed leadership model
- Staffing to support School needs

Systems and Infrastructure

- School wide communication
- Security, alarms, CCTV and digital network
- Power and LED lighting upgrade
- Drinking Fountains
- Toilet upgrades

Resources

- Quality resources to support learning (IT, reading books, library)
- Resource storage areas and systems

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)
- Parent engagement in learning partnerships
- Community involvement in social activities, cultural events and celebrations
- 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

Quality Teaching and Professional Development

- Assessment for Learning (A4L)
- Learner centred pedagogy
- Attestation and appraisal
- Inquiry focused
- PCT / mentor development
- Support Staff Professional Development for all levels

ALBANY PRIMARY SCHOOL

Where learning makes a difference ...

ANNUAL PLAN SUMMARY 2020

Annual Goal One: Effective Teaching (Students, Teachers, Parents, Community, Community of Learning)

To continue developing Teacher Effectiveness through development of pedagogy through different lenses

a) To develop Teacher pedagogy through Assessment for Learning (A4L)

b) To deepen understanding of 'student agency' and the roles of the student and the teacher

c) To continue building Cultural Responsiveness by becoming more aware of the reason's children need to be introduced to the "New Zealand way of teaching and lea ng".

Expected outcomes	Summary
All teachers are aware of the many aspects that lead to increased Teacher Effectiveness and can share their own growth through at least one criterion.	Teachers are aware of the many strands that add to Teacher effectiveness and can share what has changed and the impact on their teaching and the student learning. Teacher Inquiries also reflect these aspects and are discussed with their Coaches.
Teachers can identify growth in the Assessment for Learning pedagogy (A4L)	All teachers, except our two last New entrant teachers, have been involved in Assessment for Learning observations and Practice Analysis Conversations with our facilitator and / a Lead Teacher. All teachers participated in A4L staff meetings and often in discussions in their team. Two teachers also took on Lead Teacher roles this year to help facilitate coverage of staff as one Lead teacher was unable to carry on with the role from early Term 2. Teachers can discuss their journey and growth as well as the impact that is reflected in their students understanding and progress.
Teachers link shift in their own pedagogy to shift in student achievement.	Teachers can comment on individuals or groups where the difference, particularly due to clarity of what the learning is and how to recognise if they have understood it, can be identified, and matched to progress.
Understanding of student agency and how to develop it through teaching and learning in the classrooms is increase at all levels across the school	Children being able to talk about their learning in terms of 'what they are learning; why they are learning it; and How they know if they are successful with the learning' has become stronger. This also reflects a strong foundation is being built for Student agency to continue to grow in our learners.
Teachers are proactive in introducing children from other countries to how the school, classroom day, teaching and learning work, along with other expectations.	The Cultural Team had decided on a plan that a video of school life at APS reflecting life during a day in the classroom. The differences to other schooling systems would be identified and spoken about by children from overseas. It was thought that this could be achieved for the main countries we have children from initially and then developed for other countries as well. Unfortunately, this has not been achieved. The Culturally Responsive team had planned to make a video of a day in the life of a child at APS. This was to involve children of different nationalities speaking about how the classroom works and what is different about how students do their learning in New Zealand. This was to start with our larger Ethnic Groups: Chinese, Korean, and then include, Vietnamese, Afrikaans speaking / other African as well as other groups which are growing in number. This will be completed in 2021.

Annual Goal Two:
Digital Curriculum
(Students, Teachers, Parents, Community, Community of Learning)

Giving avenue to create on-going awareness of the need and how to keep children safe online

To unpick the Digital curriculum and begin to understand it and the links to other areas of the curriculum

To begin to implement the new Digital curriculum within the classroom

Expected outcomes	Summary
Parents, teachers and children to be aware and informed on the risks within the digital world and what a digital Citizen looks like	The digital citizenship is looked at every year to inform the students of what it looks like and what the risks are. Due to COVID we have not had the opportunity to have a parent meeting, however students and teachers are aware and revisit the agreement every term.
Teachers will understand the Digital curriculum and link it through other areas of their programme	With having several professional development days and staff meetings, the whole staff has a greater understanding of how the Digital Curriculum can be integrated with all other areas. Another session to under pin Computational Thinking and Design and Developing Digital Outcomes would be beneficial to consolidate the new learning.
Teachers will be using the terminology within their teaching and be able to discuss their shift in thinking	The language used for the Digital Technology curriculum is being heard in majority of the classes. Teachers have had external Facilitators from OMGTech and CORE Education as well as several staff meetings over the year to help with the terminology and shift their thinking.
Parents understand and are informed of the implications and importance of monitoring and supporting their children with online digital safety and behaviours	Due to COVID, we have not had the opportunity to have a parent evening to discuss the implications and importance of monitoring and supporting students while online. Teachers have discussed this importance with the students. This will need to be looked at next year, with bi-annual parent meetings scheduled going forward.

Annual Goal Three: (Students, Teachers, Parents, Community, Community of Learning)
To learn, work and grow together
(Maori students enjoying Educational Success as Maori)
To enrich Teacher Effectiveness at APS through focus on pedagogical practice that reflects understanding (and true partnership) in Te Tiriti o Waitangi, and being Culturally Responsive to all students and their families

To develop Teacher Effectiveness at APS through understanding histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi (celebrating a sense of our place and celebration of bicultural NZ)

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

Expected Outcomes **We will effectively support Māori students, whānau, hapū, and iwi by:**	**Summary**
All Teachers and Staff are using appropriate, culturally responsive teaching practices	We continue to enrich our school culture by enhancing our pedagogical practice that reflects understanding of Te Tiriti o Waitangi, and by being Culturally Responsive to all students and their families remaining true to the principles of partnership, participation and protection which underpin the relationships identified. We understand that being open to understanding the unique family backgrounds and specific cultural values allow us to support both families and students, to transition seamlessly into our kura. We continue to explore a range of ways to develop school wide understanding of the diverse cultures woven together at Albany and to honour the commitment to the bicultural foundations of Aotearoa. This includes showing appreciation of, and taking time to spotlight the rich tapestry of our cultural fabric across a 2 year cycle.
All Teachers and Staff maintain a welcoming, inclusive and collaborative learning environment	From the moment you walk into the main office, our staff are welcoming and supportive, greeting all families. This is also supported by meeting Senior Leadership and even being walked to class on their first day – being introduced to the teacher and class and assigned a buddy for their first day. We started the year with a passionate group of staff leading our welcome pōwhiri, which was held outside on the field under the backdrop of our recently revealed diversity mural. This artwork was created using creativity by staff and students to encompass significant symbols from the seven continents of the world and was set onto the shape of a traditional Māori waka. This was also followed up by a second pōwhiri in Term 3 whereby a further group of teachers lead the welcome to all the families who had arrived since lockdown. Due to the ongoing disruption and not being able to come together as a full school earlier – it consolidated our

	belief in the power of coming together as one and recognising our unique bicultural foundations and our way of being as a kura.
Providing access to te reo Māori in and through education (specialised tutor)	A small group of staff attended a professional development session on 'A Treaty of Waitangi Responsive Curriculum in Action with Tamsin Hanly' and explored her resource to support schools to develop staff knowledge, capability and awareness to understand and recognise the unique status of tangata whenua in Aotearoa, New Zealand. This resource supported by ongoing professional development is being booked for 2021 to provide all staff and the Board with understanding of the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi. As we began in 2019, continued access to te reo Māori and tikanga lessons for all classes were planned for and taught by our specialist kaiako (Ian Thompson) and these resources are now available for all teachers to continue outside of these sessions.
Engaging with parents, families, iwi, hapū and whānau and providing appropriate support, information, and advice	As educators, we respect our trusted position in society and recognise the influence we have on learners, their understanding of the world and the future wellbeing of our community. We understand that we have a key role in fostering manaakitanga for all by creating a welcoming, caring and creative learning environment that treats everyone with respect and dignity. This has seen a new initiative launched with our Term 1 'Partnership Meetings', which focused on establishing partnerships, getting to know individual families and a chance to understand what is important for their child and each family. We continue to engage in positive and collaborative relationships with our learners, their families and whānau, our colleagues and the wider community to foster authentic whanaungatanga.
Identify deliberate changes in response to children and parents of different cultures within classes and with the community	We held our whānau hui, which had been delayed due to the sudden disruption with school closures because of Covid-19 Alert Level 4. We had a chance to share our annual plan and to listen to the whānau (as tangata whenua) to explore and understand their educational aspirations so that we can ensure Māori students are achieving education success while maintaining and enhancing their identity, language, and culture as Māori. Key messages from this meeting for our school to focus on moving forwards includes: (i) understanding the aspirations that our communities have for their tamariki (ii) establishing high expectations for all tamariki to reach their full potential (iii) to support all staff to develop the knowledge, skills and capabilities to ensure this occurs.

Goal Four: Highly Effective Governance (Business As Usual)	
Expected Outcomes	**Summary**
The Board of Trustees will meet all legislative and compliance requirements to ensure - both the National Education and Administration Guidelines (NEG's and NAGS) are met, and to ensure highly effective school operation.	Current BOT members have carried out their key governance areas, with COVID closures resulting in postponement of NZSTA conference to 2021. BOT representatives have also attended Kāhui Ako Stewardship Group meetings, as well as MOE property meetings, and a staff meeting focusing on cultural bias. APS has hosted one NZSTA cluster workshop this year with representatives from BOT, one had to be cancelled due to COVID. BOT elections were held in November with the two available positions successfully filled. Our policies and procedures are now fully online with a complete transition to School Docs While the year has held many challenges, the BOT has met these with a focus on well being for all. Our BOT continues to develop a relationship-based team, with a clear focus on Governance, and success for all students.

Analysis of Variance
Reading Target End of Year Report 2020

'Where Learning Makes a Difference...'

Why do we report on our Target Students?
To share with the Board of Trustees 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 School 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:

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 as effective?
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' and allow time to own, accept and reflect, rather than look for blame or negative influences outside of our direct control.

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 as effective.

Our Target for 2020:
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, are monitoring and tracking a group of students to accelerate progress above their previous rate of improvement.

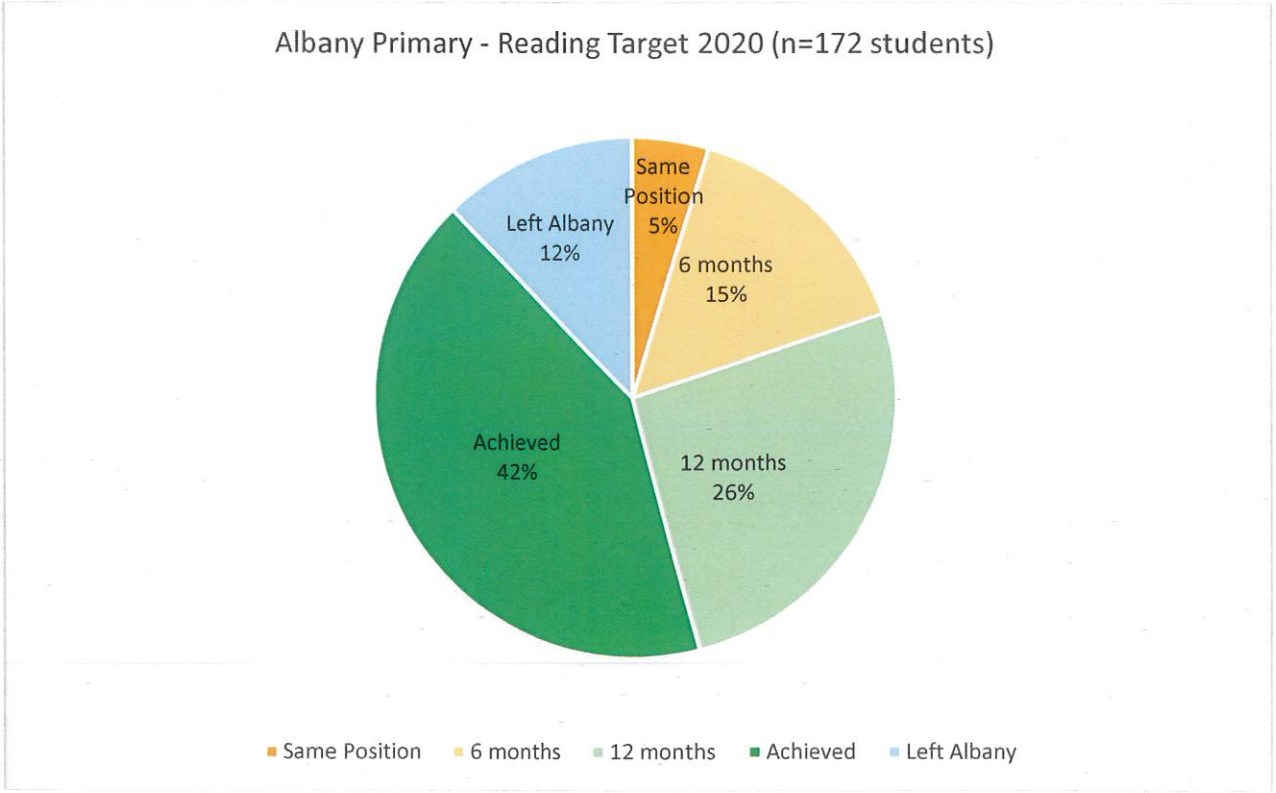
In addition to these individual class focus groups, school wide year level targets have also been identified below to raise the total percentage of students achieving 'At' or 'Above' expected curriculum level by the End of 2020 to 93% school wide.

Looking specifically at 172 individual students who have been identified at risk when reviewing the December 2019 end of year data.

Year 1	21 students from Red to Green by the End of Year 1 (Including priority Māori or Pacifika students)
Year 2	35 students from Blue to 6.5-7.5yrs by the End of Year 2 (Including priority Māori or Pacifika students)
Year 3	37 students from Green/Orange to 7-8yrs by the End of Year 3 (Including priority Māori or Pacifika students)
Year 4	24 students from 7-8yrs to 8.5-9.5yrs by the End of Year 4 (Including priority Māori or Pacifika students)
Year 5	32 students from 8-9yrs to 9.5-10.5yrs by the End of Year 5 (Including priority Māori or Pacifika students)
Year 6	23 students from 9-10yrs to 10.5-11.5yrs by the End of Year 6 (Including priority Māori or Pacifika students)
Teachers	47% of teachers (16 individuals) who are confidently using Assessment for Learning pedagogies in their practice (rating themselves at a 7 or 8 out of 8), 26% of teachers (9 individuals) who are becoming confident using Assessment for Learning pedagogies in their practice (rating themselves at a 5 or 6 out of 8), and 26% of teachers (9 individuals) who were new to Assessment for Learning and are still experimenting with this pedagogy through Reading curriculum for 2020 (rating themselves at a 3 or 4 out of 8). Furthermore, we will achieve 29% of senior teachers (10 individuals) who are confidently using peer observation and practice analysis to enhance teacher practice and sustain evaluative capacity for sustainability post Professional Learning Development (PLD) Funding.

Where are we at now:
At the completion of the End of Year Progress and Reporting updates which were completed in November 2020, we have current data available for 151 of the students, as 21 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 875 students and we have also received 195 new students who will be collated and reported against in the End of Year Progress and Achievement Report.

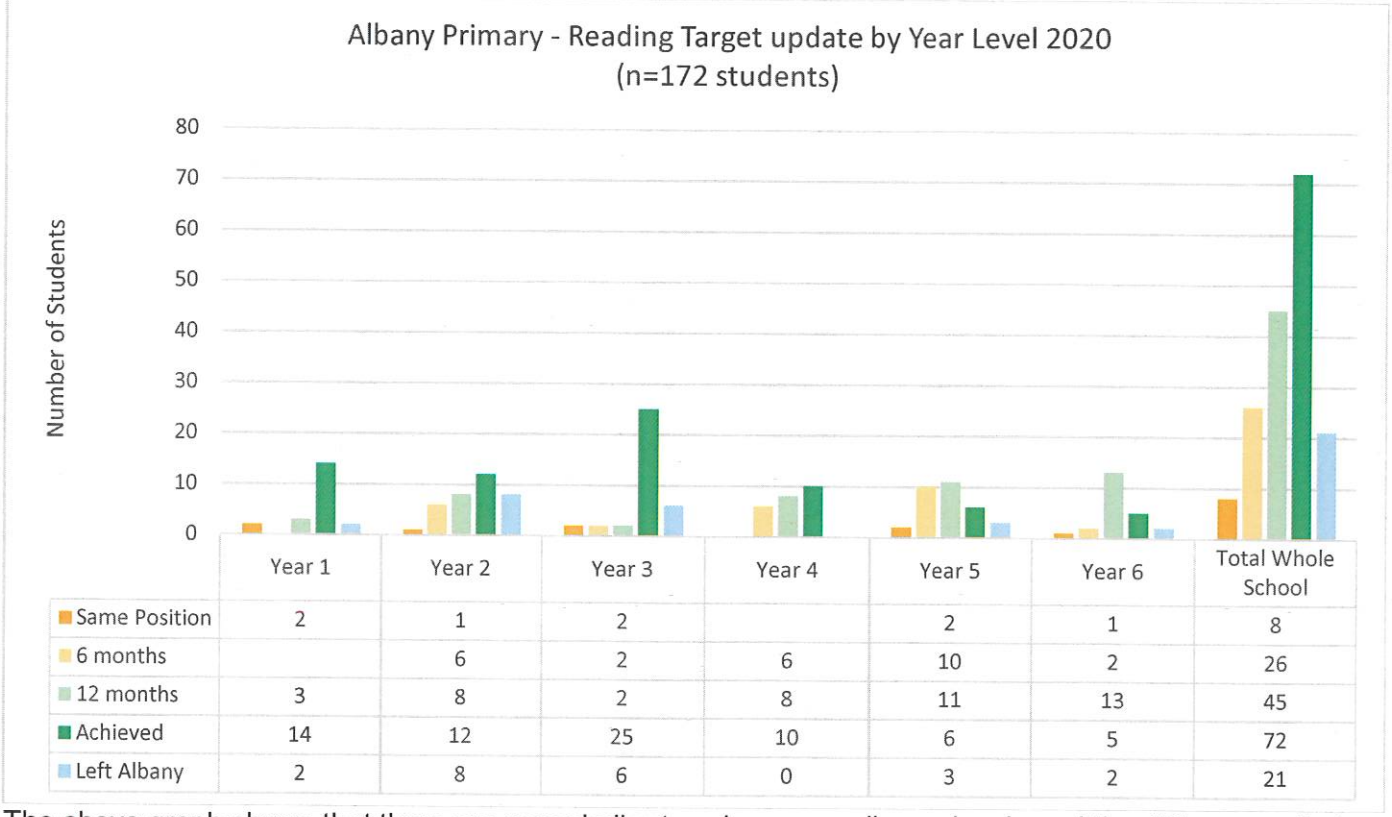
Below is the collated whole school data outlining the current progress and achievement of the 172 students identified in the 2020 Reading Target. These students were identified at risk of remaining Below their year level expectation despite achieving a whole year's progress based on their current rate of achievement.



The above graph shows that:

1) 42% or 72/172 students have achieved accelerated progress and are now at the expected year level expectation to bring them into line with their cohort (up to 15 months progress in 10 months).
2) 26% or 45/172 students have achieved accelerated progress of 12 months (when compared to their previous rate of progress) and are now on track to achieve the expected year level expectation by the end of the next year, to bring them into line with their cohort.
3) 15% or 26/172 students have achieved 6 months progress (this is equivalent to their individual rate of achievement and they are still be Below their year level expectation at the end of 2020.
4) 5% or 8/172 students have achieved little progress in relation to their previous achievement levels and are below or Well Below their year level expectation for the end of 2020.

Below is a break down of the year level data outlining the current progress and achievement of the 172 students identified in the 2020 School Wide Reading Target.



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total Whole School
Same Position	2	1	2		2	1	8
6 months		6	2	6	10	2	26
12 months	3	8	2	8	11	13	45
Achieved	14	12	25	10	6	5	72
Left Albany	2	8	6	0	3	2	21

The above graph shows that there are very similar trends across all year levels and the differences that are identified in the Year 3 cohort can be directly connected to students who started in Year 1 in 2018 compared to those who started in Year 0 in 2017, given the age spread of up to 12 months as they move into Level 2 of the New Zealand National Curriculum to achieve the End of Year 3 expectation.

The above graph shows that:

1) In Year 1 - 80% (17/21 students) have made accelerated progress, achieving more than 12 months progress in just the 10 disrupted months of schooling in 2020. 2 students have been individually identified and support is being offered now by our Learning Support Coordinator (SENCO) and the remaining 2 students have moved to another school during the year.
2) In Year 2 - 57% (20/35 students) have made accelerated progress, achieving more than 12 months progress in just the 10 disrupted months of schooling in 2020. 2 students have been individually identified and support is being offered now by our Learning Support Coordinator (SENCO) and the 8 remaining students have moved to another school during the year.
3) In Year 3 and Year 4 - 74% (45/61 students) have made accelerated progress, achieving more than 12 months progress in just the 10 disrupted months of schooling in 2020. 2 students have been individually identified and support is being offered now by our Learning Support Coordinator (SENCO) and the 6 students have moved to another school during the year.
4) In Year 5 and Year 6 - 63% (35/55 students) have made accelerated progress, achieving more than 12 months progress in just the 10 disrupted months of schooling in 2020. 3 students have been individually identified and support is being offered now by our Learning Support Coordinator (SENCO) and the 5 remaining students have moved to another school during the year.

It is important to remember that as a student moves through the school each year, their ability to be identified as Above, At, Below or Well Below also expands in relation to their cohort. Therefore the above tables have measured reading colour band and age levels in relation to curriculum level expectations to focus on micro levels of progress and not solely on entire curriculum levels. This aligns with the specific targets identified in the table above.

Has there been any measurable shift in Teacher Pedagogy during 2020?

"Looking at the past must only be a means of understanding more clearly what you and who you are – so you can more wisely build the future" Paulo Freire. As we resurveyed the Teachers using the same format from Term 1 we can clearly identify that:

1) 33% of teachers (8/25 teachers) who are confidently using Assessment for Learning pedagogies in their practice (rating themselves at a 7 or 8 out of 8),
2) 21% of teachers (5/25 teachers) who are becoming confident using Assessment for Learning pedagogies in their practice (rating themselves at a 6 out of 8),
3) 33% of teachers (8/25 teachers) who are becoming confident using Assessment for Learning pedagogies in their practice (rating themselves at a 5 out of 8),
4) and 13% of teachers (3/25 teachers) who are still experimenting with this pedagogy through the Reading curriculum for 2020 (rating themselves at a 3 or 4 out of 8).

Furthermore, we have achieved our target of developing 10 teachers and senior leaders who are confidently using peer observation and practice analysis to enhance teacher practice and sustain evaluative capacity for sustainability post PLD.

What did we identify has worked during 2020?

The Team Leaders and Senior Management coming together to share what is working has shown that the culture of learning, focused around developing and enhancing powerful learning focused relationships has been critical. Supported by the professional development provided by Trish Manson (Evaluation Associates – through A4L) and a professional reading 'Clarity in the Classroom' by Michael Absolum it 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,

provides transparency for the students, and also allows the sharing of ownership in learning, which we know is best aligned with agentic learners and the fundamental principles of Ako. There was also increased collaborative 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 about the selection of texts for the students. This included what was of interest to them and which texts 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 share with other students who were still to master the concept by 'learning together.'

The third factor which was identified to have significant impact on student outcomes was the support groups being offered by Tracy Moody, Christine Templeton and Donelle Roberts. These were specifically targeted to provide booster programs in addition to the classroom programme and timetables were carefully changed to allow for this to remain the priority for these interventions.

What did we identify that is not working?

Covid19, with the best of intentions we acknowledge this ongoing disruption has really slowed down the direct influence teaching and learning programs have had on achieving the 'best' outcomes for students. Teachers are continuing to be adaptive and are making a real priority to sustain high education standards for all learners. Although we have continued to focus on a full years progress being 10 months, given the ongoing disruptions the world has faced it would not be unrealistic to say some students who face change or challenge in a negative way would have only been expected to make 6 months progress in the 30 weeks of face to face teaching that has actually occurred.

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. sending personalised reading packs home when students have not returned to school or providing an older buddy to read with in school when parents are working at home and having competing demands on family time.

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.

Where to next in 2021…

We are already looking more closely at the students who have been identified to still be in the same position or only making 6 months 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, as the students transition into their new classes and year levels for 2021.

From a school wide view, we continue to work on enhancing teacher capability in:

- Developing pedagogy to promote Student Agency (embedding assessment for learning)
- Understanding what is needed to raise student achievement in Reading (Gap Analysis, targeted groups and Teacher/Leader PD)
- Lifting the level of student talk and increasing resilient learners (Cultivating a culture of and shared language of learning)
- Leadership practice in observations and practice analysis conversations
- Leadership coherence in building sustainable systems and processes to ensure quality teaching and learning
- Teaching with Cultural Responsiveness

A structured approach through Teaching as Inquiry and GROWTH Coaching will be used to:

1) Update 2020-2023 Strategic Directions
2) Identify 2021 Annual Goals / Plan and Professional Development
3) Identify Year Level targeted interventions,
4) Identify Syndicate and Team Level targeted interventions,
5) Identify Class Level interventions,

with termly monitoring and ongoing review for accelerated progress well into 2021, we aim to continue the growth and also make up the gap for the remaining 15% (26/172 students) across the school who only made 6 months progress.

It is important to understand that alongside targeting the students who are Below, teachers will also be utilising the same structures to identify students who are now At for follow-up and monitoring into 2021. This will include students who may not be making expected progress at a rate that is adequate to meet their expected Curriculum Learning Level by the end of 2021.

ALBANY SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

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 of Trustees

Name	Position	How Position Gained	Term Expired/ Expires
Rick Pierce	Chair Person	Elected	Nov-23
Maree Bathurst	Principal	ex Officio	Current
Alison Chambers	Parent Rep	Elected	Jun-22
Brad Harpur	Parent Rep	Elected	Nov-23
John Rutherford	Parent Rep	Elected	Nov-20
Sophia Wang	Parent Rep	Elected	Jun-22
Wanda Robertson	Parent Rep	Co-opted	Dec-20
Wei Lu	Parent Rep	Elected	Jun-22
Joanne Paviour	Staff Rep	Elected	Jun-22

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

ALBANY SCHOOL

Annual Report - For the year ended 31 December 2020

Index

Page	Statement
	Financial Statements
1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 19	Notes to the Financial Statements
	Other Information
	Analysis of Variance
	Kiwisport

Albany School

Statement of Responsibility

For the year ended 31 December 2020

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2020 fairly reflects the financial position and operations of the school.

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

RICHARD JOHN PIERCE	Maree G. Bathurst.
Full Name of Board Chairperson	Full Name of Principal
Pierce	
Signature of Board Chairperson	Signature of Principal
24/5/2021	24/5/2021.
Date:	Date:

Albany School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2020

	Notes	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Revenue				
Government Grants	2	6,506,762	5,512,729	5,859,571
Locally Raised Funds	3	308,283	173,700	386,776
Interest Income		1,477	8,000	7,981
International Students	4	159,846	150,000	246,451
		6,976,368	5,844,429	6,500,779
Expenses				
Locally Raised Funds	3	150,571	25,800	231,110
International Students	4	38,721	38,000	38,676
Learning Resources	5	4,600,665	3,668,197	3,941,998
Administration	6	350,489	325,232	355,565
Finance		10,976	10,100	5,522
Property	7	1,600,395	1,524,452	1,513,816
Depreciation	8	212,048	170,000	176,308
Loss on Disposal of Property, Plant and Equipment		3,215	-	866
		6,967,080	5,761,781	6,263,861
Net Surplus / (Deficit) for the year		9,288	82,648	236,918
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		9,288	82,648	236,918

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

Deloitte. for Identification

Albany School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2020

	Notes	Actual 2020 $	Budget (Unaudited) 2020 $	Actual 2019 $
Balance at 1 January		1,428,491	1,438,962	1,191,573
Total comprehensive revenue and expense for the year		9,288	82,648	236,918
Equity at 31 December	23	1,437,779	1,521,610	1,428,491
Retained Earnings		1,437,779	1,521,610	1,428,491
Equity at 31 December		1,437,779	1,521,610	1,428,491

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.

Deloitte. for Identification

Albany School
Statement of Financial Position
As at 31 December 2020

	Notes	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Current Assets				
Cash and Cash Equivalents	9	481,217	644,662	610,011
Accounts Receivable	10	293,155	60,694	229,222
GST Receivable		38,076	22,256	22,256
Prepayments		30,264	28,245	28,247
Inventories	11	16,360	12,570	18,830
		859,072	768,427	908,566
Current Liabilities				
Accounts Payable	13	367,324	135,190	320,449
Revenue Received in Advance	14	118,043	119,806	119,806
Provision for Cyclical Maintenance	15	17,390	44,675	44,675
Finance Lease Liability - Current Portion	16	55,858	52,103	52,103
Funds held for Capital Works Projects	17	(7,538)	(524)	(524)
		551,077	351,250	536,509
Working Capital Surplus/(Deficit)		307,995	417,177	372,057
Non-current Assets				
Property, Plant and Equipment	12	1,180,558	1,205,992	1,157,993
Work in Progress		21,510	7,101	7,101
		1,202,068	1,213,093	1,165,094
Non-current Liabilities				
Provision for Cyclical Maintenance	15	17,352	10,217	10,217
Finance Lease Liability	16	54,932	98,443	98,443
		72,284	108,660	108,660
Net Assets		1,437,779	1,521,610	1,428,491
Equity	23	1,437,779	1,521,610	1,428,491

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

Deloitte. for Identification

Albany School
Statement of Cash Flows
For the year ended 31 December 2020

	Note	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Cash flows from Operating Activities				
Government Grants		1,492,197	1,545,133	1,265,785
Locally Raised Funds		343,286	178,758	391,834
International Students		122,496	103,840	200,291
Goods and Services Tax (net)		(15,820)	(15,151)	(15,151)
Payments to Employees		(1,024,387)	(801,073)	(739,528)
Payments to Suppliers		(704,208)	(505,267)	(680,518)
Cyclical Maintenance Payments in the year		(33,852)	(20,468)	(19,000)
Interest Paid		(10,976)	(10,100)	(5,522)
Interest Received		1,476	8,000	7,981
Net cash from/(to) Operating Activities		170,212	483,672	406,172
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(237,226)	(248,048)	(128,937)
Net cash from/(to) Investing Activities		(237,226)	(248,048)	(128,937)
Cash flows from Financing Activities				
Finance Lease Payments		(54,766)	6,641	(46,644)
Funds Held for Capital Works Projects		(7,014)	(131,083)	(131,083)
Net cash from/(to) Financing Activities		(61,780)	(124,442)	(177,727)
Net increase/(decrease) in cash and cash equivalents		(128,794)	111,182	99,508
Cash and cash equivalents at the beginning of the year	9	610,011	533,480	510,503
Cash and cash equivalents at the end of the year	9	481,217	644,662	610,011

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.

Deloitte. for Identification

Albany School
Notes to the Financial Statements
For the year ended 31 December 2020

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 of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation
Reporting Period
The financial reports have been prepared for the period 1 January 2020 to 31 December 2020 and in accordance with the requirements of the Public Finance Act 1989.

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

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

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

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

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

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

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

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

Cyclical maintenance
A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

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

Deloitte. for Identification

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

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

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

c) Revenue Recognition

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

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

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

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

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

Grants for the use of land and buildings are also not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Proprietor. Use of land and building grants are recorded as income in the period the school uses the land and building.

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

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

d) Use of Land and Buildings Expense
The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes. This is a non-cash expense that is

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

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

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

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

Deloitte. for Identification

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

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

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

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

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

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

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

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	50 years
Furniture and equipment	5 years
Information and communication technology	2.5 years
Textbooks	3 years
Leased assets held under a Finance Lease	3 years
Library resources	12.5% Diminishing value

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

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

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

Deloitte. for Identification

m) Impairment of property, plant, and equipment and intangible assets
The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

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

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

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

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

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

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

Long-term employee entitlements
Employee benefits that are due to be settled beyond 12 months after the end of the period in which the employee renders the related service, such as long service leave and retirement gratuities, have been calculated on an actuarial basis. The calculations are based on:

- likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlement information; and

- the present value of the estimated future cash flows.

p) Revenue Received in Advance
Revenue received in advance relates to fees received from international, student funds 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.

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

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

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

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

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

Deloitte. for Identification

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

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

Commitments and contingencies are disclosed exclusive of GST.

t) Budget Figures
The budget figures are extracted from the School budget that was approved by the Board.

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

Deloitte. for Identification

2. Government Grants

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Operational Grants	1,091,929	1,050,221	999,304
Teachers' Salaries Grants	3,754,639	2,994,197	3,368,500
Use of Land and Buildings Grants	1,259,926	1,222,811	1,236,794
Resource Teachers Learning and Behaviour Grants	22,118	13,000	72,313
Other MoE Grants	330,142	232,000	180,764
Other Government Grants	48,008	500	1,896
	6,506,762	5,512,729	5,859,571

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:

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Revenue			
Donations	95,249	105,000	88,424
Activities	146,367	11,200	179,451
Trading	42,299	35,000	51,927
Fundraising	24,368	22,500	66,974
Other Revenue	-	-	-
	308,283	173,700	386,776
Expenses			
Activities	137,685	5,800	175,573
Trading	8,678	-	17,406
Fundraising (Costs of Raising Funds)	4,208	20,000	38,131
	150,571	25,800	231,110
Surplus/ (Deficit) for the year Locally raised funds	157,712	147,900	155,666

Deloitte. for Identification

4. International Student Revenue and Expenses

	2020 Actual Number	2020 Budget (Unaudited) Number	2019 Actual Number
International Student Roll	25	25	36

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Revenue			
International Student Fees	159,846	150,000	246,451
Expenses			
Commissions	31,507	28,000	28,717
International Student Levy	7,214	10,000	9,959
	38,721	38,000	38,676
Surplus/ (Deficit) for the year International Students	121,125	112,000	207,775

5. Learning Resources

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Curricular	56,721	70,000	53,876
Information and Communication Technology	26,077	28,500	33,758
Library Resources	622	500	507
Employee Benefits - Salaries	4,485,990	3,509,197	3,810,072
Staff Development	31,255	60,000	43,785
	4,600,665	3,668,197	3,941,998

6. Administration

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Audit Fee	6,762	6,900	6,565
Board of Trustees Fees	3,405	4,660	4,125
Board of Trustees Expenses	6,895	14,000	8,752
Communication	6,249	5,860	5,876
Consumables	29,497	24,000	44,917
Other	41,564	42,100	45,635
Employee Benefits - Salaries	233,474	205,000	217,587
Insurance	11,519	11,600	11,047
Service Providers, Contractors and Consultancy	11,124	11,112	11,061
	350,489	325,232	355,565

Deloitte. for Identification

7. Property

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Caretaking and Cleaning Consumables	22,719	16,000	18,031
Consultancy and Contract Services	76,767	75,000	70,740
Cyclical Maintenance Provision	13,702	19,000	17,532
Grounds	65,876	14,800	5,307
Heat, Light and Water	50,308	57,000	59,205
Rates	233	220	193
Repairs and Maintenance	31,757	36,621	28,405
Use of Land and Buildings	1,259,926	1,222,811	1,236,794
Security	5,363	8,000	4,974
Employee Benefits - Salaries	73,744	75,000	72,635
	1,600,395	1,524,452	1,513,816

The use of land and buildings figure represents 8% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

8. Depreciation

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Building Improvements - Crown	21,368	17,131	20,883
Furniture and Equipment	50,314	40,337	30,753
Information and Communication Technology	79,975	64,116	77,792
Leased Assets	57,965	46,471	43,960
Library Resources	2,426	1,945	2,920
	212,048	170,000	176,308

9. Cash and Cash Equivalents

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Cash on Hand	300	300	300
Bank Current Account	480,917	644,362	609,711
Cash and cash equivalents for Statement of Cash Flows	481,217	644,662	610,011

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

Deloitte. for Identification

10. Accounts Receivable

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Receivables	584	-	-
Teacher Salaries Grant Receivable	292,571	60,694	229,222
	293,155	60,694	229,222
Receivables from Exchange Transactions	584	-	-
Receivables from Non-Exchange Transactions	292,571	60,694	229,222
	293,155	60,694	229,222

11. Inventories

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
School Uniforms	16,360	12,570	18,830
	16,360	12,570	18,830

12. Property, Plant and Equipment

2020	Opening Balance (NBV) $	Additions $	Disposals $	Impairment $	Depreciation $	Total (NBV) $
Building Improvements	803,033	32,438	-	-	(21,368)	**814,103**
Furniture and Equipment	122,199	76,334	-	-	(50,314)	**148,219**
Information and Communication Technology	66,017	111,862	-	-	(79,975)	**97,904**
Leased Assets	146,301	15,010	-	-	(57,965)	**103,346**
Library Resources	20,443	2,183	(3,214)	-	(2,426)	**16,986**
Balance at 31 December 2020	1,157,993	237,827	(3,214)	-	(212,048)	**1,180,558**

The net carrying value of equipment held under a finance lease is $103,346 (2019: $146,301)

2020	Cost or Valuation $	Accumulated Depreciation $	Net Book Value $
Building Improvements	1,170,938	(356,835)	**814,103**
Furniture and Equipment	478,676	(330,457)	**148,219**
Information and Communication Technology	612,991	(515,087)	**97,904**
Leased Assets	193,818	(90,472)	**103,346**
Library Resources	55,798	(38,812)	**16,986**
Balance at 31 December 2020	2,512,221	(1,331,663)	**1,180,558**

Deloitte. for Identification

2019	Opening Balance (NBV) $	Additions $	Disposals $	Impairment $	Depreciation $	Total (NBV) $
Building Improvements	824,782	-	(866)	-	(20,883)	**803,033**
Furniture and Equipment	89,243	63,709	-	-	(30,753)	**122,199**
Information and Communication Technology	84,868	58,941	-	-	(77,792)	**66,017**
Leased Assets	82,397	108,677	(813)	-	(43,960)	**146,301**
Library Resources	23,363	-	-	-	(2,920)	**20,443**
Balance at 31 December 2019	1,104,653	231,327	(1,679)	-	(176,308)	**1,157,993**

The net carrying value of equipment held under a finance lease is $146,301 (2018: $82,397)

2019	Cost or Valuation $	Accumulated Depreciation $	Net Book Value $
Building Improvements	1,140,911	(337,878)	**803,033**
Furniture and Equipment	471,120	(348,921)	**122,199**
Information and Communication Technology	631,534	(565,517)	**66,017**
Leased Assets	186,401	(40,100)	**146,301**
Library Resources	63,618	(43,175)	**20,443**
Balance at 31 December 2019	2,493,584	(1,335,591)	**1,157,993**

13. Accounts Payable

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Operating Creditors	42,112	72,975	72,975
Accruals	7,090	-	6,883
Employee Entitlements - Salaries	312,385	62,215	237,245
Employee Entitlements - Leave Accrual	5,737	-	3,346
	367,324	135,190	320,449
Payables for Exchange Transactions	367,324	135,190	320,449
	367,324	135,190	320,449

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
International Student Fees	69,708	107,058	107,058
Other	48,335	12,748	12,748
	118,043	119,806	119,806

Deloitte. for Identification

15. Provision for Cyclical Maintenance

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Provision at the Start of the Year	54,892	54,892	56,360
Increase/ (decrease) to the Provision During the Year	13,702	19,000	17,532
Use of the Provision During the Year	(33,852)	(19,000)	(19,000)
Provision at the End of the Year	34,742	54,892	54,892
Cyclical Maintenance - Current	17,390	44,675	44,675
Cyclical Maintenance - Term	17,352	10,217	10,217
	34,742	54,892	54,892

16. Finance Lease Liability

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

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
No Later than One Year	63,708	52,103	62,381
Later than One Year and no Later than Five Years	54,932	98,443	111,785
	118,640	150,546	174,166

17. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects:

	2020	Opening Balances $	Receipts from MoE $	Payments $	BOT Contributions $	Closing Balances $
Roof Repairs Stage 1	*in progress*	22,805	-	(4,900)	-	27,705
Roof Repairs Stage 2	*in progress*	(56,316)	100,658	20,000	-	24,342
RCD Fuse Replacement	*in progress*	500	-	-	-	500
AMS Bkl 2 & 10	*in progress*	8,945	-	91,510	-	(82,565)
Roofing Project Block 5, 10 & 10A	*completed*	79,689	13,100	92,789	-	-
Playground	*completed*	(49,431)	83,870	34,439	-	-
Partition for Staffroom	*completed*	(6,716)	6,716	-	-	-
Permenant Shade Structure	*in progress*	-	15,000	-	-	15,000
Fencing & Shade Structure	*in progress*	-	-	9,320	-	(9,320)
Middle & Senior Playground	*in progress*	-	18,000	1,200	-	16,800
Totals		(524)	237,344	244,358	-	(7,538)

Represented by:	
Funds Held on Behalf of the Ministry of Education	84,347
Funds Due from the Ministry of Education	91,885
	(7,538)

Deloitte. for Identification

	2019	Opening Balances $	Receipts from MoE $	Payments $	BOT Contributions $	Closing Balances $
Roof Repairs Stage 1	*in progress*	54,536	-	31,731	-	22,805
Roof Repairs Stage 2	*in progress*	76,826	-	133,142	-	(56,316)
RCD Fuse Replacement	*in progress*	597	-	97	-	500
Heat Pumps	*completed*	(1,400)	58,625	57,225	-	-
AMS Bkl 2 & 10	*in progress*	-	20,000	11,055	-	8,945
Roofing Project Block 5, 10 & 10A	*in progress*	-	112,700	33,011	-	79,689
Playground	*in progress*	-	-	49,431	-	(49,431)
Partition for Staffroom	*in progress*	-	-	6,716	-	(6,716)
Totals		130,559	191,325	322,408	-	(524)

18. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the school. The school enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

19. Remuneration

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

	2020 Actual $	2019 Actual $
Board Members		
Remuneration	3,405	4,125
Full-time equivalent members	0.12	0.18
Leadership Team		
Remuneration	598,904	512,504
Full-time equivalent members	5	4
Total key management personnel remuneration	602,309	516,629
Total full-time equivalent personnel	5.12	4.18

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

Deloitte. for Identification

Principal 1
The total value of remuneration paid or payable to the Principal was in the following bands:

Salaries and Other Short-term Employee Benefits:	2020 Actual $000	2019 Actual $000
Salary and Other Payments	180 - 190	170 - 180
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	2020 FTE Number	2019 FTE Number
100 - 110	4.00	2.00
120 - 130	1.00	1.00
	5.00	3.00

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

20. Compensation and Other Benefits Upon Leaving

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

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

21. Contingencies

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

Holidays Act Compliance – schools payroll
The Ministry of Education performs payroll processing and payments on behalf of school boards of trustees, through payroll service provider Education Payroll Limited.

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

To the extent that any obligation cannot reasonably be quantified at 31 December 2020, a contingent liability for the school may exist.

Deloitte. for Identification

22. Commitments

(a) Capital Commitments

As at 31 December 2020 the Board has entered into no contract agreements for capital works.
(Capital commitments at 31 December 2019: nil)

(b) Operating Commitments

As at 31 December 2020 the Board has entered into no contracts.
(Operating commitments at 31 December 2019: nil)

23. Managing Capital

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

24. Financial Instruments

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

Financial assets measured at amortised cost

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Cash and Cash Equivalents	481,217	644,662	610,011
Receivables	293,155	60,694	229,222
Total Financial assets measured at amortised cost	774,372	705,356	839,233
Financial liabilities measured at amortised cost			
Payables	367,324	135,190	320,449
Finance Leases	110,790	150,546	150,546
Total Financial Liabilities Measured at Amortised Cost	478,114	285,736	470,995

25. Events After Balance Date

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

Deloitte. for Identification

Deloitte.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF ALBANY SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2020

The Auditor-General is the auditor of Albany School (the School). The Auditor-General has appointed me, Melissa Youngson, 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 19, that comprise the statement of financial position as at 31 December 2020, the statement of comprehensive revenue and expense statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2020; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 24 May 2021. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board of Trustees 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 of Trustees for the financial statements

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

Deloitte.

In preparing the financial statements, the Board of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of Trustees 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 of Trustees' 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 of Trustees.

- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees 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 Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board 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 and KiwiSport Report, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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

Melissa Youngson
Partner
for Deloitte Limited
On behalf of the Auditor-General
Hamilton, New Zealand