

# **GOLDFIELDS SCHOOL**

## **ANNUAL REPORT**

**FOR THE YEAR ENDED 31 DECEMBER 2020**



# GOLDFIELDS SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2020

#### School Directory

**Ministry Number:** 3741  
**Principal:** Anna Harrison  
**School Address:** Gilling Place, Cromwell  
**School Postal Address:** Gilling Place, Cromwell, 9310  
**School Phone:** 03 445 0326  
**School Email:** [office@goldfields.school.nz](mailto:office@goldfields.school.nz)

#### Members of the Board of Trustees

Name	Position	How Position Gained	Term Expired/ Expires
Trudi Webb	Chair Person	Re-elected	Jun-22
Anna Harrison	Principal	ex Officio	Jun-22
Mark Naismith	Parent Rep	Co-Opted	Jun-22
John Fitzgerald	Parent Rep	Re-elected	Jun-22
Kylie Bloxham	Parent Rep	Elected	Jun-22
Bridget Sangster	Parent Rep	Re-elected	Jun-22
Anna Louise Sinnott	Parent Rep	Re-elected	Jun-22
Rachel Klahan	Staff Rep	Re-elected	Jun-22

#### Accountant / Service Provider:



#### Auditor:

Crowe

# **GOLDFIELDS SCHOOL**

Annual Report - For the year ended 31 December 2020

## **Index**

<b>Page</b>	<b>Statement</b>
	<b>Financial Statements</b>
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 - 20	Notes to the Financial Statements
	<b>Other Information</b>
21	Kiwisport
22	Independent Auditor's Report
Appendix	Analysis of Variance

# Goldfields 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.

Tudi Webb  
Full Name of Board Chairperson

Tudi Webb  
Signature of Board Chairperson

15 June 2021  
Date:

Anna Natalya Harrison  
Full Name of Principal

Anna Harrison  
Signature of Principal

15 June 2021  
Date:

# Goldfields School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Revenue</b>				
Government Grants	2	2,693,728	2,306,151	2,417,656
Locally Raised Funds	3	143,492	156,600	160,924
Interest income		341	1,000	1,329
Gain on Sale of Property, Plant and Equipment		-	-	652
		<u>2,837,561</u>	<u>2,463,751</u>	<u>2,580,562</u>
<b>Expenses</b>				
Locally Raised Funds	3	100,770	94,600	86,420
Learning Resources	4	1,755,651	1,520,002	1,563,203
Administration	5	150,229	149,195	133,166
Finance		2,629	5,400	3,764
Property	6	797,423	640,580	777,529
Depreciation	7	48,773	53,000	59,478
Loss on Disposal of Property, Plant and Equipment		121	-	2
		<u>2,855,596</u>	<u>2,462,777</u>	<u>2,623,563</u>
<b>Net Surplus / (Deficit) for the year</b>		(18,035)	974	(43,002)
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u>(18,035)</u>	<u>974</u>	<u>(43,002)</u>

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

# Goldfields School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2020

	Notes	Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
<b>Balance at 1 January</b>		<u>407,865</u>	<u>399,640</u>	<u>450,867</u>
Total comprehensive revenue and expense for the year		(18,035)	974	(43,002)
Capital Contributions from the Ministry of Education		-	-	-
Contribution - Furniture and Equipment Grant		-	-	-
<b>Equity at 31 December</b>	23	<u>389,830</u>	<u>400,614</u>	<u>407,865</u>
Retained Earnings		389,830	400,614	407,865
<b>Equity at 31 December</b>		<u>389,830</u>	<u>400,614</u>	<u>407,865</u>

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.

# Goldfields School

## Statement of Financial Position

As at 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	153,825	135,000	67,618
Accounts Receivable	9	145,797	120,000	97,880
GST Receivable		61,978	30,000	2,294
Prepayments		10,278	1,000	8,878
Inventories	10	14,020	14,000	14,104
		<hr/>	<hr/>	<hr/>
		385,898	300,000	190,774
<b>Current Liabilities</b>				
Accounts Payable	12	190,305	191,386	152,300
Borrowings - Due in one year	13	2,458	-	-
Revenue Received in Advance	14	34,749	-	2,692
Provision for Cyclical Maintenance	15	22,727	15,000	-
Finance Lease Liability - Current Portion	16	16,506	25,000	25,667
Funds held for Capital Works Projects	17	159,595	99,000	32,880
		<hr/>	<hr/>	<hr/>
		426,340	330,386	213,539
<b>Working Capital Surplus/(Deficit)</b>		(40,442)	(30,386)	(22,765)
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	499,136	467,000	502,034
		<hr/>	<hr/>	<hr/>
		499,136	467,000	502,034
<b>Non-current Liabilities</b>				
Borrowings	13	11,076	-	-
Provision for Cyclical Maintenance	15	36,184	15,000	49,672
Finance Lease Liability	16	21,604	21,000	21,732
		<hr/>	<hr/>	<hr/>
		68,864	36,000	71,404
<b>Net Assets</b>		<hr/>	<hr/>	<hr/>
		389,830	400,614	407,865
<b>Equity</b>	23	<hr/>	<hr/>	<hr/>
		389,830	400,614	407,865

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

# Goldfields School

## Statement of Cash Flows

For the year ended 31 December 2020

	2020	2020 Budget	2019
Note	Actual \$	(Unaudited) \$	Actual \$
<b>Cash flows from Operating Activities</b>			
Government Grants	591,513	567,563	508,945
Locally Raised Funds	162,711	132,591	141,332
Goods and Services Tax (net)	(59,684)	(44,601)	(23,779)
Payments to Employees	(384,861)	(267,550)	(320,860)
Payments to Suppliers	(300,671)	(273,969)	(301,895)
Cyclical Maintenance Payments in the year	(5,477)	(39,697)	-
Interest Paid	(2,629)	(5,400)	(3,764)
Interest Received	341	1,000	1,434
Net cash from/(to) Operating Activities	<u>1,243</u>	<u>69,937</u>	<u>1,413</u>
<b>Cash flows from Investing Activities</b>			
Proceeds from Sale of Property Plant & Equipment (and Intangibles)	(121)	-	650
Purchase of Property Plant & Equipment (and Intangibles)	(14,803)	(28,169)	(68,281)
Purchase of Investments	-	-	33,148
Net cash from/(to) Investing Activities	<u>(14,924)</u>	<u>(28,169)</u>	<u>(34,483)</u>
<b>Cash flows from Financing Activities</b>			
Finance Lease Payments	(26,827)	(18,620)	(17,254)
Loans Received/ Repayment of Loans	-	-	-
Funds Held for Capital Works Projects	126,715	44,234	(9,485)
Net cash from/(to) Financing Activities	<u>99,888</u>	<u>25,614</u>	<u>(26,739)</u>
<b>Net increase/(decrease) in cash and cash equivalents</b>	<u><u>86,207</u></u>	<u><u>67,382</u></u>	<u><u>(59,809)</u></u>
Cash and cash equivalents at the beginning of the year	8 67,618	67,618	127,427
<b>Cash and cash equivalents at the end of the year</b>	8 <u><u>153,825</u></u>	<u><u>135,000</u></u>	<u><u>67,618</u></u>

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.



# Goldfields School

## Notes to the Financial Statements

### For the year ended 31 December 2020

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

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

##### *Recognition of grants*

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

### **c) Revenue Recognition**

#### **Government Grants**

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

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

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

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

#### **Other Grants**

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

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

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

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

#### **Interest Revenue**

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

### **d) Use of Land and Buildings Expense**

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

### **e) Operating Lease Payments**

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

#### **f) Finance Lease Payments**

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

#### **g) Cash and Cash Equivalents**

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

#### **h) Accounts Receivable**

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

#### **i) Inventories**

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

#### **j) 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	7–10 years
Information and communication technology	3–5 years
Motor vehicles	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

### **k) 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.

### **l) 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.

### **m) 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.

### **n) Revenue Received in Advance**

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

### **o) 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).

### **p) 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.

**q) Borrowings**

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

Borrowings include but are not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

**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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	566,219	447,951	436,061
Teachers' Salaries Grants	1,436,039	1,300,000	1,293,452
Use of Land and Buildings Grants	637,232	480,000	615,259
Resource Teachers Learning and Behaviour Grants	6,610	7,000	30,150
Other MoE Grants	47,628	2,000	4,047
Other Government Grants	-	69,200	38,687
	<u>2,693,728</u>	<u>2,306,151</u>	<u>2,417,656</u>

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

Other MOE Grants total includes additional COVID-19 funding totalling \$7,915 for the year ended 31 December 2020.

## 3. Locally Raised Funds

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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<b>Revenue</b>			
Donations	18,579	33,000	45,073
Activities	62,354	46,100	46,549
Trading	13,620	21,000	67,764
Other Revenue	48,939	56,500	1,538
	<u>143,492</u>	<u>156,600</u>	<u>160,924</u>
<b>Expenses</b>			
Activities	39,403	37,600	42,327
Trading	12,614	21,000	-
Other Locally Raised Funds Expenditure	48,753	36,000	44,093
	<u>100,770</u>	<u>94,600</u>	<u>86,420</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>42,722</u>	<u>62,000</u>	<u>74,504</u>

#### 4. Learning Resources

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Curricular	25,936	32,220	23,599
Information and Communication Technology	8,794	11,000	10,141
Library Resources	43	600	299
Employee Benefits - Salaries	1,707,632	1,456,182	1,511,471
Staff Development	13,246	20,000	17,693
	1,755,651	1,520,002	1,563,203

#### 5. Administration

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Audit Fee	3,354	3,500	4,020
Board of Trustees Fees	3,665	5,200	7,495
Board of Trustees Expenses	3,109	2,400	4,812
Communication	3,314	4,000	2,963
Consumables	11,648	21,000	8,153
Operating Lease	658	650	7,635
Other	18,437	16,680	4,770
Employee Benefits - Salaries	95,560	85,000	82,370
Insurance	5,316	5,265	5,332
Service Providers, Contractors and Consultancy	5,168	5,500	5,616
	150,229	149,195	133,166

#### 6. Property

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Caretaking and Cleaning Consumables	43,049	38,100	36,991
Cyclical Maintenance Provision	14,716	9,000	17,646
Grounds	3,382	4,000	3,388
Heat, Light and Water	39,713	39,000	38,284
Rates	3,663	4,000	3,392
Repairs and Maintenance	10,795	16,480	13,155
Use of Land and Buildings	637,232	480,000	615,259
Employee Benefits - Salaries	44,873	50,000	49,415
	797,423	640,580	777,529

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

## 7. Depreciation

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Building Improvements - Crown	7,024	7,000	7,006
Furniture and Equipment	18,761	18,000	18,724
Information and Communication Technology	14,062	15,000	14,003
Leased Assets	7,411	11,500	18,176
Library Resources	1,515	1,500	1,569
	<u>48,773</u>	<u>53,000</u>	<u>59,478</u>

## 8. Cash and Cash Equivalents

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	60	-	601
Bank Current Account	118,270	100,000	12,328
Bank Call Account	35,495	35,000	54,689
Cash and cash equivalents for Statement of Cash Flows	<u>153,825</u>	<u>135,000</u>	<u>67,618</u>

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

Of the \$153,825 Cash and Cash Equivalents, \$160,599 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2021 on Crown owned school buildings under the School's Five Year Property Plan.

Of the \$153,825 Cash and Cash Equivalents, \$10,000 of unspent grant funding is held by the School. This funding is subject to restrictions which specify how the grant is required to be spent in providing specified deliverables of the grant arrangement.



## 9. Accounts Receivable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Receivables	27,907	20,000	15,069
Interest Receivable	-	-	-
Teacher Salaries Grant Receivable	117,890	100,000	82,811
	<u>145,797</u>	<u>120,000</u>	<u>97,880</u>
Receivables from Exchange Transactions	27,907	20,000	15,069
Receivables from Non-Exchange Transactions	117,890	100,000	82,811
	<u>145,797</u>	<u>120,000</u>	<u>97,880</u>

## 10. Inventories

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
School Uniforms	14,020	14,000	14,104
	<u>14,020</u>	<u>14,000</u>	<u>14,104</u>

## 11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2020</b>						
Building Improvements - Crown	276,687	-	-	-	(7,024)	<b>269,663</b>
Furniture and Equipment	123,380	4,585	(29)	-	(18,761)	<b>109,175</b>
Information and Communication Technology	44,510	9,159	(47)	-	(14,062)	<b>39,560</b>
Leased Assets	46,474	31,071	-	-	(7,411)	<b>70,134</b>
Library Resources	10,983	1,179	(44)	-	(1,515)	<b>10,603</b>
<b>Balance at 31 December 2020</b>	<u>502,034</u>	<u>45,994</u>	<u>(120)</u>	<u>-</u>	<u>(48,773)</u>	<u><b>499,135</b></u>

The net carrying value of equipment held under a finance lease is **\$70,134 (2019: \$46,474)**

	<b>Cost or Valuation</b>	<b>Accumulated Depreciation</b>	<b>Net Book Value</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
<b>2020</b>			
Building Improvements - Crown	351,202	(81,539)	<b>269,663</b>
Furniture and Equipment	290,443	(181,268)	<b>109,175</b>
Information and Communication Technology	172,562	(133,002)	<b>39,560</b>
Leased Assets	122,619	(52,484)	<b>70,135</b>
Library Resources	38,003	(27,400)	<b>10,603</b>
<b>Balance at 31 December 2020</b>	<b>974,829</b>	<b>(475,693)</b>	<b>499,136</b>

	<b>Opening Balance (NBV)</b>	<b>Additions</b>	<b>Disposals</b>	<b>Impairment</b>	<b>Depreciation</b>	<b>Total (NBV)</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>
<b>2019</b>						
Building Improvements - Crown	279,132	4,561	-	-	(7,006)	<b>276,687</b>
Furniture and Equipment	82,965	59,139	-	-	(18,724)	<b>123,380</b>
Information and Communication Technology	55,077	3,436	-	-	(14,003)	<b>44,510</b>
Leased Assets	50,857	13,793	-	-	(18,176)	<b>46,474</b>
Library Resources	11,406	1,146	-	-	(1,569)	<b>10,983</b>
<b>Balance at 31 December 2019</b>	<b>479,437</b>	<b>82,075</b>	<b>-</b>	<b>-</b>	<b>(59,478)</b>	<b>502,034</b>

The net carrying value of equipment held under a finance lease is **\$46,474 (2018: \$50,857)**

	<b>Cost or Valuation</b>	<b>Accumulated Depreciation</b>	<b>Net Book Value</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
<b>2019</b>			
Building Improvements - Crown	351,202	(74,515)	<b>276,687</b>
Furniture and Equipment	303,581	(180,201)	<b>123,380</b>
Information and Communication Technology	199,738	(155,228)	<b>44,510</b>
Leased Assets	91,547	(45,073)	<b>46,474</b>
Library Resources	36,973	(25,990)	<b>10,983</b>
<b>Balance at 31 December 2019</b>	<b>983,041</b>	<b>(481,007)</b>	<b>502,034</b>



## 12. Accounts Payable

	2020	2020	2019
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Operating Creditors	36,954	40,000	27,641
Accruals	3,354	7,500	7,962
Banking Staffing Overuse	28,944	28,944	28,944
Employee Entitlements - Salaries	116,623	110,000	82,811
Employee Entitlements - Leave Accrual	4,430	4,942	4,942
	<u>190,305</u>	<u>191,386</u>	<u>152,300</u>
Payables for Exchange Transactions	190,305	191,386	152,300
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)			
Payables for Non-exchange Transactions - Other			
	<u>190,305</u>	<u>191,386</u>	<u>152,300</u>

The carrying value of payables approximates their fair value.

## 13. Borrowings

	2020	2020	2019
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Due in One Year	2,458	-	-
Due Beyond One Year	11,076	-	-
	<u>13,534</u>	<u>-</u>	<u>-</u>

The school has borrowings at 31 December 2020 of \$13,534 (31 December 2019 \$nil). This loan is from Fuji Xerox for the purpose of paying out the previous copier lease with Ricoh. The loan is unsecured, interest is 7% per annum and the loan is payable with interest in equal monthly instalments of \$279.51.

## 14. Revenue Received in Advance

	2020	2020	2019
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Other	34,749	-	2,692
	<u>34,749</u>	<u>-</u>	<u>2,692</u>

## 15. Provision for Cyclical Maintenance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Provision at the Start of the Year	49,672	49,672	59,943
Increase/ (decrease) to the Provision During the Year	14,716	9,000	17,646
Use of the Provision During the Year	(5,477)	-	(27,917)
Provision at the End of the Year	<u>58,911</u>	<u>58,672</u>	<u>49,672</u>
Cyclical Maintenance - Current	22,727	15,000	-
Cyclical Maintenance - Term	36,184	15,000	49,672
	<u>58,911</u>	<u>30,000</u>	<u>49,672</u>

## 16. Finance Lease Liability

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
No Later than One Year	16,506	25,000	25,667
No Later than One Year - Interest	2,444	-	3,809
Later than One Year and no Later than Five Years	21,604	21,000	21,732
Later than One Year and no Later than Five Years - Interest	2,146	-	4,951
	<u>42,700</u>	<u>46,000</u>	<u>56,159</u>

## 17. Funds Held for Capital Works Projects

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

2020	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
Boiler <i>completed</i>	(1,004)	-	-	-	(1,004)
Jnr Block & Window Replacement <i>completed</i>	33,884	750,000	(623,285)	-	160,599
Totals	<u>32,880</u>	<u>750,000</u>	<u>(623,285)</u>	<u>-</u>	<u>159,595</u>

### Represented by:

Funds Held on Behalf of the Ministry of Education	160,599
Funds Due from the Ministry of Education	1,004
	<u>159,595</u>

2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
Boiler <i>completed</i>	42,364	-	(43,368)	-	(1,004)
Jnr Block & Window Replacement <i>in progress</i>	-	50,846	(16,962)	-	33,884
Totals	<u>42,364</u>	<u>50,846</u>	<u>(60,330)</u>	<u>-</u>	<u>32,880</u>

## 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.

	<b>2020 Actual \$</b>	<b>2019 Actual \$</b>
<i>Board Members</i>		
Remuneration	3,665	3,720
Full-time equivalent members	0.12	0.12
<i>Leadership Team</i>		
Remuneration	451,196	403,774
Full-time equivalent members	4.00	4.00
Total key management personnel remuneration	454,861	407,494
Total full-time equivalent personnel	4.12	4.12

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

### *Principal*

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

	<b>2020 Actual \$000</b>	<b>2019 Actual \$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140-150	120 - 130
Benefits and Other Emoluments	0-10	0 - 10
	<b>Remuneration \$000</b>	<b>2020 FTE Number</b>
	100 - 110	2.00
		<b>2019 FTE Number</b>
		0.00
		2.00
		0.00

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

## 20. Compensation and Other Benefits Upon Leaving

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

	<b>2020 Actual</b>	<b>2019 Actual</b>
Total	\$0	\$0
Number of People	Nil	Nil

## 21. Contingencies

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

### *Holidays Act Compliance – schools payroll*

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

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

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

## 22. Commitments

### (a) Capital Commitments

As at 31 December 2020 the Board has entered into no new contract agreements for capital works. \$750,000 was received and \$623,285 spent on the Jnr Block & Window Replacement project which was entered into in 2019.

(Capital commitments at 31 December 2019: A contract for \$810,389 was entered into for Jnr Block & Window Replacement to be completed in 2021, which will be fully funded by the Ministry of Education. As at balance date \$50,846 had been received of which \$16,962 had been spent)

### (b) Operating Commitments

As at 31 December 2020 the Board has entered into the following contracts:

(a) operating lease of a EFTPOS Machine;

	<b>2020 Actual \$</b>	<b>2019 Actual \$</b>
No later than One Year	658	756
Later than One Year and No Later than Five Years	1,206	1,387
	<u>1,864</u>	<u>2,143</u>



### 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	153,825	135,000	67,618
Receivables	145,797	120,000	97,880
Investments - Term Deposits	-	-	-
Total Financial assets measured at amortised cost	<u>299,622</u>	<u>255,000</u>	<u>165,498</u>

#### Financial liabilities measured at amortised cost

Payables	190,305	191,386	152,300
Borrowings - Loans	13,534	-	-
Finance Leases	38,110	46,000	47,399
Painting Contract Liability	-	-	-
Total Financial Liabilities Measured at Amortised Cost	<u>241,949</u>	<u>237,386</u>	<u>199,699</u>

### 25. Events After Balance Date

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

### 26. Comparatives

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

# **Goldfields School**

## **Kiwisport Statement**

As at 31 December 2020

Kiwisport is a government funding initiative to support students participation in organised sport in 2020. In 2020 the school received Kiwisport funding of \$4,020 (2019: \$3,651). The funding was spent on providing buses to enable students to participate in swimming coaching sessions for Y2-6 and for re-marking basketball, tennis and netball courts to ensure these sports are able to be played by all of the students at our school on appropriately marked courts.



## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF GOLDFIELDS PRIMARY SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2020

The Auditor-General is the auditor of Goldfields Primary School (the School). The Auditor-General has appointed me, Michael Lee, using the staff and resources of Crowe, 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 2020, the Statement of Comprehensive Revenue and Expense, Statement of Changes in Net Assets/Equity and Cash Flow Statement 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 15 June 2021. This is the date at which our opinion is expressed.

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

#### Basis for our opinion

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Our responsibilities arises from the Public Audit Act 2001.

### **Other information**

The Board is responsible for the other information. The other information comprises the Analysis of Variance and KiwiSport report, but does not include the financial statements, and our auditor's report thereon.

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

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

### **Independence**

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

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



Michael Lee  
Crowe New Zealand Audit Partnership  
On behalf of the Auditor-General  
Invercargill, New Zealand

# Strategic Review Analysis of Variance 2020

# EOY review Annual Plan 2020

## To create a love of learning...

**Strategic goal 1:** To engage all learners by using relevant contexts (NAG1 & 2)

All teachers participate in NPDL professional learning and development 2018-2020 and to plan for learning experiences that provide deep learning opportunities for students.

### What have we done?

We have completed the third year of a three year contract with CORE education.

We are in a cluster with Cromwell Primary and Alexandra Primary schools. Additional funding has been accessed through the MOE for 100 hours of facilitator support over two years. This has effectively halved the cost of being part of this project for our school last year and this year.

- Third year of NPDL contract signed and payment for global NPDL contract of \$2000 US made early in Term 1.
- All teachers attended Kāhui Ako teacher only day - organised in 4 quadrants held on Tuesday 28 January.
- A new staff induction day was held on Friday 13 March with teachers from Cromwell Primary, Cromwell College and Alexandra Primary.
- Middle school team has submitted their T3/4 2019 inquiry for NZ moderation
- Teachers continued to attend NPDL webinars during COVID-19 Level 3&4 lockdowns
- A Kāhui Ako leadership meeting with Greg Carroll 11.6.20 to look at development of K.A wide leavers profile that will look at progressions through from ECE to school leavers. Nic Hale is working with Greg Carroll to progress work on the K.A wide leavers profile in her across K.A teacher role.
- Covid-19 has had an impact on the ongoing development of NPDL in our school. Anna met with Greg Carroll 4.8.20 via zoom to plan the remainder of the year for support from CORE Education for our NPDL journey. Meetings and PLD are planned for late Term 3.
- NPDL inquiry PLD sessions for all teachers held in Term 3 to reset our priorities and to ensure planning for inquiries fits with the four quadrants.

### Leavers Profile/Pathways for learning

Work on the Goldfields School Leavers profile continued as part of our commitment to deep learning. This work was supported by Greg Carroll from CORE education.

- Pathways developed for transition points for Kāhui Kākano, Kāhui Pihinga and Kāhui Pūawai
- The 6 elements of the profile have been expanded to describe the skills and attributes children are working to meet at each part of our school and to allow smooth transitions as they move through the school.
- Alignment with NZC Key competencies, NPDL global competencies and Ka Hikitia cultural competencies developed as a mapping tool to support teaching, learning and reporting.

### Next Steps

- Two elements of the leavers profile will be focussed on in each term through 2021
  - Planning will include the criteria for each element
  - SOLO taxonomy will be used to support student self assessment
  - The criteria for each element will be linked to Key, Global and cultural competencies
- Sign up to continue being part of NPDL global community for 2021 to ensure:
  - Access to resources online
  - Access to Webinars
  - Access to moderation processes

## To create a love of learning...

### Strategic goal 1: To engage all learners by using relevant contexts (NAG1 & 2)

All teachers participate in Digital technologies curriculum professional learning and development within the Kahui Ako and School contexts 2019-2021 and provide learning opportunities through digital technologies to engage students in learning.

#### What have we done:

We have completed the third year of a three year contract with UTB. We are in a cluster with Cromwell Primary and Cromwell College as part of our commitment to the Kāhui Ako for this PLD project. We are looking at curriculum design through the digital technologies curriculum.

- A leadership planning with Lara Kirk UTB - 24 January 2020 with Anna and Jac to begin looking at curriculum documentation and progressions. Jac and Anna have subsequently continued with this work.
- Teacher goal setting meetings were held with Lara Kirk UTB - 24 January 2020 for all teachers to set direction before the beginning of the year. Lara continues to work with all teachers.
- Kāhui Ako TO Day - 28 January 2020 was attended by all teachers and had a digital technology focus.
- Google calendar training was held on 12 February 2020, All teachers, Admin staff.
- Digi-tech leadership group have held ongoing meetings over the year to work together as a Kāhui Ako.
- COVID-19 meant that we needed to make sure that all teachers had skills to provide distance learning programmes. Preparation for distance learning PLD attended by all teachers on Tuesday 24 March prior to lockdown to ensure all teachers were able to deliver online programmes via Google Meet, Hapara, Google Classroom, Seesaw, Blogs and Sites. There has been a lot of learning for a lot of teachers as they have navigated the journey of using technology to deliver programmes to students.
- The Kāhui Ako PLG session Monday 10 August is to launch the website and explore equipment and activities. This session is for Goldfields, Cromwell Primary and Cromwell College teachers.
- Lara Kirk from UTB worked with all staff on site Tuesday 18 and Wednesday 19 August to reflect on goals and support teachers to work toward achieving their goals.
- Karla and Clement from UTB worked across the school modeling practice in classrooms on 8 and 9th September.
- EDUCAMP - Unconference was held on Saturday September 12 - attended by Nic Hale and Jac Tapp.
- Anna attended ULearn virtual conference 7&8 October
- Nic and Jac visited the Hills Cluster schools in Dunedin to look at digi-tech development Friday 30 October. This cluster received innovation fund grant money about a year before our Kāhui Ako
- UTB facilitators in school Friday 6 November
- Google Admin training was attended by Nic and admin staff in December
- Curriculum documentation reflected on in Term 4 - teachers will start using the framework from 2021 and further reflection and work will be done from teacher reflections.
- Lots of equipment including devices, lego, tools, sewing machines, robots has been purchased to support learning in digital technologies.

#### Progress in the school in use of digital technologies

There has been an increase in the use of digital technologies across the school. Some of this is in response to lockdowns. Teachers have continued using things that worked for home learning and for sharing learning and allowing student choice within classes.

- Increase in use of Seesaw, Google Classroom, Hapara and Sites
- Students exploring coding through a range of tools and tasks
- Students making presentations using a range of tools and tasks
- Movie making and use of Green Screens to tell stories and present ideas
- Decrease in use of digital technologies for game play, drill and skill and free time activities

#### Next Steps

- Prioritise using new equipment for teaching and learning in digital technologies
- Trial the curriculum documentation developed with UTB for planning, teaching and assessment of digital technologies.
- Ensure a smooth transition to a new digital technologies lead teacher

## ...within a safe, caring, respectful environment...

**Strategic Goal 2:** To create learning and play environments where all children and staff feel safe and valued.

To re-develop the resource spaces between Rooms 3/4/5/8 to develop a junior school hub with a shared space and interior and exterior connections between the classes using AMS funding allocation in current 5YA round 2019.

### What have we done:

This project is finally near completion after difficulties with getting the project into an achievable budget. AMS, 5YA and SIP money have all been used to get the project across the line and SSL applied for extra funding for the P1&P2 work so that it could be completed. Additional funding of \$292,385 was granted by MOE to allow this project to go ahead.

- Stewart Construction started work in the July School holidays with asbestos removal being completed over this time.
- Aotea Electrical have started work on the light replacement and updating fire alarm system work in the July school holidays
- John Langveld - project manager from SSL has been onsite for regular site inspections and as a liaison between the school and the contractors.
- Rooms 4&5 were able to be occupied for Term 4 2020 while work continued on Rooms 3&8.
- Rooms 3&8 will be complete by 22 January and teachers will be able to set up to start the year in their new hub spaces.
- High window replacements for Rooms 1, 2 & 9 will be completed by the end of the school holidays.
- High window replacements for Rooms 10&11 will be completed in the first few weeks of the 2021 school year. This will impact these classes for up to a week and they will need to use R2 and R9 over this time.
- Electrical and plumbing work will be completed by the beginning of the 2021 school year.

## ...within a sustainable environment...

**Strategic Goal 3:** To take action to implement sustainable practices in our school and community.

To develop a strong student led enviro-group

### What have we done:

Linda Pavitt has continued to lead the school enviro school group. Anna Robinson from REAP has continued to work to support the programmes in our school.

- Anna R and Linda P are establishing a visioning map for Goldfields School to provide direction for the enviro group
- Linda attended the Enviro teacher hui - Wednesday 11 March
- The Kāhui Ako will have an environmental focus around Lake Dunstan, partnering with the Guardians of Lake Dunstan. Linda will be part of the team leading this work. They hope to host an event once a year for the community.
- COVID-19 altered our break times and made meeting challenging for our Enviro group in Term 2. They are back to working together since the beginning of Term 3.
- Linda Pavitt released on Thursday 23 July to plan Enviro activities for the remainder of the term
- Ray and Linda are working together to provide activities on Monday lunchtimes.
- All classes participated in Clean up NZ week clean ups in the greenway spaces near to our school.
- Work has started on a new Native garden area outside Room 13 near the sandpit. The enviro group and horticulture club are both participating in this work.
- Kāhui Puāwai final inquiry of the year had an environmental focus. Each class chose a different aspect to inquire about and shared work through open afternoons with static displays, puppet shows and digital presentations. They also shared learning in the hall with plays, speeches, raps, songs and movies.

### Next Steps

- Continue the development of the new native garden space
- Work to complete the visioning map alongside Anna Robinson
- Participate with Kāhui Ako enviro events and activities

## ...where individual excellence and diversity is valued.

**Strategic Goal 4:** To ensure all children have the skills and attitudes to enable them to reach their full potential, and to prepare them for ongoing learning.

To embed Te Reo Māori and Tikanga Māori in school practices and Māori perspectives in planning and class programmes

### What have we done?

- Mary-Anne Tamati (Kaiarāhi i te Reo from REAP) was confirmed to be working at Goldfields 2 ½ hours per fortnight from week 3 term 1. This happened until lock down and for 2 sessions after. Mary-Anne has been unable to continue for the remainder of the year due to family reasons.
- Anna has joined the Māori achievement collective with Dunstan and Cromwell Kāhui Ako. This is a principal collective and is a 3 year project.
  - Anna is working with Whetu Cormick
  - Attended initial launch meeting with the cluster and has
  - Complete GAP analysis to set goals for the programme. Met with Whetu several times to review and reflect on goals and next step.
- Anna and Kirsty are participating in Te Reo in NZ Curriculum workshops throughout 2020. Only Term 1 and Term 4 workshops went ahead due to COVID-19 restrictions in Terms 2&3.
- School Karakia has been developed that reflects our school C.A.R.E values - this is used daily in classes and at each assembly.
- Kirsty has been released each Tuesday in Term 3 to establish a Te Reo programme, deliver a programme in each class and to work with the kapa haka group.
- Anna met with Karleigh (Whānau group leader) on Thursday 30 July to start working on a Wananga event for our three schools to be held in Term 4. A whānau hui is planned for Wednesday 26 August. The wananga did not go ahead - but will be worked toward as a Matariki celebration for 2021.
- Whānau hui held Wednesday 26 August. This was not well attended but there was rich discussion about the wananga and about getting more whānau engaged in the future.
- A replacement for Mary-Anne Tamati was appointed for Term 4. Candace Caroll worked with our Kapa haka group and on waiata and haka with the whole school over term 4.
- Anna has completed an online Te Reo Māori course with Poutawa Reo.
- Kirsty developed user friendly resources for our teachers to use to support them in their everyday use of Te Reo.

### Next Steps

- Mary-anne Tamati will return to her role for 2021. I have completed the survey to indicate that we would like to continue with hours for next year. I have indicated that we also really valued Candace and her kapa haka expertise.
- Anna will continue working alongside Whetu in the MAC - hopefully hui that have been cancelled due to COVID-19 in 2020 will be able to go ahead in 2021.
- Term 1 and 2 focus for learning across the school will be on exploring local stories through The Arts which will culminate in a Matariki celebration at the end of Term 2.

To improve the literacy and maths learning outcomes for all children, with a specific emphasis on cohorts of children as identified through SWA as needing support to make progress in their learning.

Target student reports are included starting on the next page of this document for:

- Mathematics
- Writing
- Reading
- Physical Education



# Mathematics Target 2020

**Strategic Goal 4:** To ensure all children have the skills and attitudes to enable them to reach their full potential, and to prepare them for ongoing learning.

To improve the literacy and maths learning outcomes for all children, with a specific emphasis on cohorts of children as identified through SWA as needing support to make progress in their learning. (NAG 1, NAG 2)

For all students in Years 4 and 5 who are still using counting strategies for addition and subtraction at the beginning of 2020 i.e. Numeracy Stages 2-4 to use part whole thinking to solve addition and subtraction problems i.e. Numeracy stage E5 or above by the end of 2020.

Baseline data	Actions to achieve target	End of Year Review Analysis of Variance
<p>There are thirteen students in Years 4 and 5 2020 who are still working at additive stages 4 or below – meaning that they are relying on counting strategies to solve number problems.</p> <p>There are nine students in Year 4 and four students in Year 5 who are still using counting strategies to solve addition and subtraction problems.</p> <p>Two of the Year 5 students were part of the target group in 2019 and did not make sufficient progress. One of these students had extended time away from school in 2019 due to family and health problems. Attendance services have supported the family to ensure the child is attending school regularly.</p> <p>One of the Year 4 students is a new enrolment and is an ELL student. One of the Year 5 students is a new enrolment.</p>	<ul style="list-style-type: none"> <li>● COVID-19 Level 3&amp;4 lockdowns caused high levels of disruption to class programmes.</li> <li>● COVID-19 Level 3&amp;4 lockdowns meant that the SPRINGS mathematics intervention programme was not able to run through this time.</li> <li>● SPRINGS programmes started again at Alert Level 2 with students working in small groups with a Teacher’s Aide at least three times a week for 20-30 minutes</li> <li>● Students were identified as Mathematics targets in the classroom programme and progress was discussed regularly at team meetings.</li> <li>● Students had a full maths programme within the classroom alongside the intervention programme.</li> <li>● Teachers have all been involved in Developing Mathematic Inquiry Communities PLD in 2020. This has been the first year of the DMIC 3 year PLD.</li> </ul>	<p>This achievement target was not met.</p> <p>All students in the target group made progress with understandings of number over 2020.</p> <p>Year 5 results</p> <ul style="list-style-type: none"> <li>● One Year 5 girl has moved away from Cromwell.</li> <li>● All other Year 5 students achieved the target but.</li> <li>● One of these students are now working at the expected additive strategy stage for the end of Year 5.</li> <li>● The other two students will continue to need support to make sufficient progress in mathematics.</li> </ul> <p>Year 4 results</p> <ul style="list-style-type: none"> <li>● Six of the Year 4 students have met the target.</li> <li>● Two of these students are now working at the expected additive strategy stage for the end of Year 4.</li> <li>● The other four will continue to need support to make sufficient progress in mathematics.</li> <li>● The other three students did not meet the target and will continue to need support to make progress in mathematics.</li> </ul>

# Writing Target 2020

**Strategic Goal 4:** To ensure all children have the skills and attitudes to enable them to reach their full potential, and to prepare them for ongoing learning.

To improve the literacy and maths learning outcomes for all children, with a specific emphasis on cohorts of children as identified through SWA as needing support to make progress in their learning. (NAG 1, NAG 2)

For all Year 6 students writing at NZC Level 1 or 2 at the beginning of 2020 to be writing mostly independently, most of the time at early Level 3 NZC or higher by the end of 2020.

Baseline data	Actions to achieve target	End of Year Review Analysis of Variance
<p>End of 2019 summative assessment data identifies eight students working below expectation in writing in the Year 5 cohort. These students will be moving into Year 6 at the beginning of 2020.</p> <p>These students are still working at level one or two of the New Zealand curriculum and will have difficulty managing the written language demands and expectations for students in Year 6 who should be working at NZC level 3.</p> <p>Two of the students in the target group have qualified for ICS funding for 2020.</p> <p>One of the students has had ongoing SLT support.</p> <p>One of the students has a sensory processing disorder and writing is challenging.</p>	<ul style="list-style-type: none"> <li>● COVID-19 Level 3&amp;4 lockdowns caused high levels of disruption to class programmes.</li> <li>● COVID-19 Level 3&amp;4 lockdowns meant that the Quick 60 and Multilit intervention programmes were limited through this time.</li> <li>● Teachers reported that writing was the most challenging area to provide through distance learning.</li> <li>● Students were identified as writing targets in the classroom programme and progress was discussed regularly at team meetings.</li> <li>● Planned teacher PLD was disrupted after the initial sessions held before lockdown in Term 1. This will be resumed in T1 2021.</li> <li>● Quick 60 and Multilit intervention programmes resumed in COVID-19 Alert Level 2.</li> </ul>	<p>This target was not met.</p> <p>All students in the target group made progress with aspects of writing but were not able to consistently demonstrate writing at Early Level 3 NZC. Many of the students in the group are reluctant to write and produce a low volume of writing and needing lots of extra time to produce quality written work.</p> <ul style="list-style-type: none"> <li>● Four students have met the target</li> <li>● Three others looked likely to meet the target by the end of 2020 when mid year data was reviewed, but were assessed as working at EOY4 or achieved Level 2 NZC at the end of the year.</li> <li>● The student who looked unlikely to achieve the target at mid year is also working at EOY4 or Level 2 NZC at the end of the year - meaning they have made excellent progress over the second half of the year.</li> <li>● All students in this group continue to need support to continue to make accelerated progress in writing.</li> </ul>

# Reading Target 2020

**Strategic Goal 4:** To ensure all children have the skills and attitudes to enable them to reach their full potential, and to prepare them for ongoing learning.

To improve the literacy and maths learning outcomes for all children, with a specific emphasis on cohorts of children as identified through SWA as needing support to make progress in their learning. (NAG 1, NAG 2)

That all Year 4 students identified as below expectation in reading, still working at Level 1 NZC, at the beginning of 2020 will make accelerated progress to be working at Early L2 or higher by the end of 2020 (i.e. Purple – Y4 journals)

Baseline data	Actions to achieve target	End of Year Review Analysis of Variance
<p>End of 2020 summative assessment data shows 9 students at the end of Year 3 working below expectation in reading.</p> <p>These students will be in Year 4 in 2020 and are all still reading at Level 1 NZC at levels ranging from Yellow (L6) to Turquoise (L17 – expectation for after 2 years at school).</p> <p>These students will find the demands of the curriculum at Y4 challenging and will need reading support to have success in other areas of the curriculum and to manage the demands of a Y4-6 class.</p> <p>One student is a new enrolment and an ELL student.</p>	<ul style="list-style-type: none"> <li>● COVID-19 Level 3&amp;4 lockdowns caused high levels of disruption to class programmes.</li> <li>● COVID-19 Level 3&amp;4 lockdowns meant that the reading intervention programmes were disrupted.</li> <li>● TAs continued to contact students through online meets to read during lockdown.</li> <li>● Reading mileage, Quick 60 and Multilit programmes resumed at COVID-19 Alert Level 2.</li> <li>● Students involved in intervention programmes also received a full class reading programme including guided reading sessions at least 3 times a week.</li> <li>● In-class TA support was provided for additional help to allow the teacher time to target the students needing extra support in reading.</li> <li>● RTLit worked alongside teachers and Teacher's Aides to ensure student needs were being met.</li> </ul>	<p>This target was not met.</p> <p>All students in the group made progress in reading levels over 2020.</p> <ul style="list-style-type: none"> <li>● Three students met the target by mid year and are now working at the expected level for EOY 4 or NZC Level 2.</li> <li>● Another four students met the target by the end of the year and are working at Early Level 2 NZC.</li> <li>● These students will need to continue to have regular guided reading and opportunities to practice reading with familiar text to ensure they maintain their level of progress.</li> <li>● The other two students did not meet the target.</li> <li>● These two students will need ongoing support to make accelerated progress in reading in 2021.</li> <li>● One of these students is ELL and is getting support through ELL programmes.</li> </ul>

# Physical Education Target 2020

**Strategic Goal 4:** To ensure all children have the skills and attitudes to enable them to reach their full potential, and to prepare them for ongoing learning.

To provide opportunities for all students to gain fundamental movement skills through a quality Physical Education Programme.

That all students in Years 1-6 have opportunities for regular, planned Physical Education programmes that include opportunities to develop fundamental movement skills and skills for specific sports.

Baseline data	Actions to achieve target	End of Year Review Analysis of Variance
<p>Students and teachers were surveyed in 2019 in regard to attitudes and participation in Physical Education programmes.</p> <p>This survey highlighted that teachers do not prioritise time for skill teaching in PE.</p> <p>Teachers and students identified that there were fitness activities included in the programme these included:</p> <ul style="list-style-type: none"> <li>● Fitness circuits</li> <li>● Running</li> <li>● Go Noodle</li> <li>● Just Dance</li> <li>● Fitness games</li> </ul> <p>Teachers and students also identified that they played class games e.g. Farmer Farmer or T-Ball.</p> <p>Many students identified that they were only involved in physical activity rarely or once a week. Teachers reported that skills teaching sessions tended to be focused around whole school events like athletics and that they tended to stick with games and fitness activities for PE.</p>	<ul style="list-style-type: none"> <li>● Teacher PLD for junior and middle school teachers has been run by Sport Otago to upskill them in running fundamental movement skills for students.</li> <li>● Sport Otago have run practical sessions for all classes in the junior and middle school in a fundamental movement skills programme.</li> <li>● TAs have participated in professional learning for PMP and fundamental movement skills.</li> <li>● PMP programme was run during T2 for NE children and groups of middle school children.</li> <li>● PALS have been running through the year providing lunchtime activities for junior children.</li> <li>● Lunchtime sports and supervised games have been provided throughout the year for senior students.</li> <li>● Jump jam has been provided as a lunchtime activity all year.</li> <li>● Senior College students have run jump jam for middle school classes in Term 3.</li> </ul>	<p>Focus for this target was with students in Years 1 - 3. These cohorts strongly identified the lack of opportunity for physical activity through the 2019 survey. Students and teachers in Years 4 - 6 reported much more opportunities and a more varied programme.</p> <p>This Target was met</p> <p>The 'On Your Marks' programme delivered by Sport Otago provided practical sessions for students and PLD for teachers.</p> <p>The internal evaluation document for 2020 has been attached to this report to give further detail and context to this report.</p>