

FOXTON BEACH SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

School Directory

Ministry Number: 2358

Principal: Hamish Stuart

School Address: 10 Carthew Terrace, Foxton Beach, Foxton 4815

School Postal Address: 10 Carthew Terrace, Foxton Beach, Foxton 4815

School Phone: 06 363 8331

School Email: office@foxtonbeach.school.nz

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Janelle Perreau	Presiding Member	Elected	May-22
Hamish Stuart	Principal	ex Officio	
Mike Moses	Parent Representative	Elected	May-22
Katie Clarke	Parent Representative	Elected	May-22
Mathew Salt	Parent Representative	Elected	May-22
Amy Nicklin	Parent Representative	Co-opted	May-22
Rebecca Lock	Staff Representative	Elected	Jan-21
Rebecca Vander Zwan	Staff Representative	Elected	May-22

Accountant / Service Provider: Openbook Solutions Limited

FOXTON BEACH SCHOOL

Annual Report - For the year ended 31 December 2021

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Foxton Beach School

Statement of Responsibility

For the year ended 31 December 2021

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 2021 fairly reflects the financial position and operations of the school.

The School's 2021 financial statements are authorised for issue by the Board.

Janelle Perreau
Full Name of Presiding Member

Hamish Stuart
Full Name of Principal

J Perreau
Signature of Presiding Member

H Stuart
Signature of Principal

31 May 2022
Date:

31 May 2022
Date:

Foxton Beach School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

		2021	2021	2020
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	1,791,186	1,508,704	1,604,111
Locally Raised Funds	3	50,759	50,800	63,587
Interest income		324	150	197
Gain on Sale of Property, Plant and Equipment		0	0	2,759
		<u>1,842,269</u>	<u>1,559,654</u>	<u>1,670,654</u>
Expenses				
Locally Raised Funds	3	31,705	14,850	34,021
Learning Resources	4	1,181,221	1,110,344	1,062,242
Administration	5	247,487	104,841	97,894
Finance		6,018	0	2,514
Property	6	263,396	305,894	311,901
Depreciation	10	47,070	22,000	42,125
Loss on Disposal of Property, Plant and Equipment		663	0	0
		<u>1,777,560</u>	<u>1,557,929</u>	<u>1,550,697</u>
Net Surplus / (Deficit) for the year		64,709	1,725	119,957
Other Comprehensive Revenue and Expense		0	0	0
Total Comprehensive Revenue and Expense for the Year		<u>64,709</u>	<u>1,725</u>	<u>119,957</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.

Foxtton Beach School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Equity at 1 January		557,836	557,836	437,879
Total comprehensive revenue and expense for the year		64,709	1,725	119,957
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		5,708	0	0
Contribution - Te Mana Tuhono		10,658	0	0
Equity at 31 December		638,911	559,561	557,836
Retained Earnings		638,911	559,561	557,836
Reserves		0	0	0
Equity at 31 December		638,911	559,561	557,836

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.

Foxton Beach School

Statement of Financial Position

As at 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Assets				
Cash and Cash Equivalents	7	639,679	312,244	530,441
Accounts Receivable	8	89,862	95,000	119,937
GST Receivable		0	5,000	0
Prepayments		15,582	10,000	12,245
Inventories	9	8,290	10,500	10,605
		<u>753,413</u>	<u>432,744</u>	<u>673,228</u>
Current Liabilities				
GST Payable		27,128	0	22,692
Accounts Payable	11	97,881	90,000	93,353
Revenue Received in Advance	12	2,396	3,000	3,133
Provision for Cyclical Maintenance	13	0	61,250	0
Finance Lease Liability	14	20,124	6,594	7,118
Funds held for Capital Works Projects	15	209,688	0	216,913
		<u>357,217</u>	<u>160,844</u>	<u>343,209</u>
Working Capital Surplus/(Deficit)		396,196	271,900	330,019
Non-current Assets				
Property, Plant and Equipment	10	362,901	327,537	327,537
		<u>362,901</u>	<u>327,537</u>	<u>327,537</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	13	96,233	31,342	84,592
Finance Lease Liability	14	23,953	8,534	15,128
		<u>120,186</u>	<u>39,876</u>	<u>99,720</u>
Net Assets		638,911	559,561	557,836
Equity		638,911	559,561	557,836

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

Foxton Beach School

Statement of Cash Flows

For the year ended 31 December 2021

		2021	2021	2020
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		471,622	352,355	424,400
Locally Raised Funds		44,408	22,300	39,995
Goods and Services Tax (net)		4,436	(17,692)	25,637
Payments to Employees		(169,677)	(159,949)	(166,313)
Payments to Suppliers		(184,101)	(171,991)	(190,042)
Interest Paid		(6,018)	0	(2,514)
Interest Received		324	150	197
Net cash from Operating Activities		160,994	25,173	131,360
Cash flows from Investing Activities				
Proceeds from Sale of Property, Plant & Equipment (and Intangibles)		0	0	2,609
Purchase of Property, Plant & Equipment (and Intangibles)		(31,442)	(22,000)	(59,969)
Net cash from Investing Activities		(31,442)	(22,000)	(57,360)
Cash flows from Financing Activities				
Furniture and Equipment Grant		5,708	0	0
Finance Lease Payments		(16,302)	(4,457)	(13,124)
Funds Administered on Behalf of Third Parties		(9,720)	(216,913)	192,483
Net cash from Financing Activities		(20,314)	(221,370)	179,359
Net increase/(decrease) in cash and cash equivalents		109,238	(218,197)	253,359
Cash and cash equivalents at the beginning of the year	7	530,441	530,441	277,082
Cash and cash equivalents at the end of the year	7	639,679	312,244	530,441

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.

Foxton Beach School

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2021 to 31 December 2021 and in accordance with the requirements of the Education and Training Act.

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.

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 10.

Cyclical maintenance provision

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 13.

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.

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) 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.

e) 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.

f) 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.

g) 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.

h) 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.

i) Property, Plant and Equipment

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

Improvements 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.

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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	10–50 years
Furniture and equipment	5-10 years
Information and communication technology	4–5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

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

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

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. 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.

k) Accounts Payable

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

l) Employee Entitlements

Short-term employee entitlements

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

m) Revenue Received in Advance

Revenue received in advance relates to fees received from students 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.

n) Provision for Cyclical Maintenance

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

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on an up to date 10 Year Property Plan (10YPP) or another appropriate source of evidence.

o) Financial Instruments

The School's financial assets comprise cash and cash equivalents and accounts receivable. All of these financial assets are categorised as "financial assets measured at amortised costs" for accounting purposes in accordance with financial reporting standards.

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

p) 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.

q) Budget Figures

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

r) 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

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Operational Grants	356,175	267,648	338,036
Teachers' Salaries Grants	1,038,745	954,007	954,007
Use of Land and Buildings Grants	176,051	230,842	230,842
Other MoE Grants	206,583	56,207	79,157
Other Government Grants	13,632	0	2,069
	1,791,186	1,508,704	1,604,111

The school has opted in to the donations scheme for this year. Total amount received was \$25,500 (2020; \$28,350).

3. Locally Raised Funds

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

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Revenue			
Donations & Bequests	18,230	35,600	38,171
Fees for Extra Curricular Activities	16,126	4,000	9,475
Trading	11,967	10,200	10,630
Fundraising and Community Grants	578	1,000	3,463
Other Revenue	3,858	0	1,848
	50,759	50,800	63,587
Expenses			
Extra Curricular Activities Costs	19,321	7,150	24,794
Trading	12,384	7,700	9,227
	31,705	14,850	34,021
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	19,054	35,950	29,566

4. Learning Resources

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Curricular	37,778	33,600	32,381
Equipment Repairs	1,882	0	1,931
Information and Communication Technology	2,328	18,534	2,710
Library Resources	33	500	2,566
Employee Benefits - Salaries	1,136,129	1,047,960	1,014,852
Staff Development	3,071	9,750	7,802
	1,181,221	1,110,344	1,062,242

5. Administration

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Audit Fee	4,860	3,700	4,500
Board Fees	1,260	1,800	1,440
Board Expenses	0	0	64
Communication	4,046	4,200	4,104
Consumables	1,226	1,180	911
Operating Lease	2,659	12,912	6,112
Lunch in Schools	147,423	0	0
Other	15,660	11,058	17,603
Employee Benefits - Salaries	55,164	55,996	48,816
Insurance	11,779	11,000	10,934
Service Providers, Contractors and Consultancy	3,410	2,995	3,410
	247,487	104,841	97,894

6. Property

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	6,060	5,260	5,546
Consultancy and Contract Services	25,855	25,272	22,698
Cyclical Maintenance Provision	11,642	8,000	14,867
Grounds	8,517	1,500	9,557
Heat, Light and Water	9,266	11,000	8,958
Rates	1,631	2,120	1,683
Repairs and Maintenance	23,906	20,200	17,235
Use of Land and Buildings	176,051	230,842	230,842
Security	468	1,700	515
	263,396	305,894	311,901

In 2021, the Ministry of Education revised the notional rent rate from 8% to 5% to align it with the Government Capital Charge rate. This is considered to be a reasonable proxy for the market rental yield on the value of land and buildings used by schools. Accordingly in 2021, the use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Cash and Cash Equivalents

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Bank Current Account	639,679	312,244	530,441
Cash and cash equivalents for Statement of Cash Flows	639,679	312,244	530,441

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

Of the \$639,679 Cash and Cash Equivalents, \$223,789 is held by the School on behalf of the Ministry of Education. These funds have been provided for the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2022 on Crown owned school buildings.

The school has a credit card with Westpac Bank with a credit limit of \$6,500.

8. Accounts Receivable

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Receivables	6,624	5,000	1,010
Banking Staffing Underuse	0	20,000	45,654
Teacher Salaries Grant Receivable	83,238	70,000	73,273
	89,862	95,000	119,937
Receivables from Exchange Transactions	6,624	5,000	1,010
Receivables from Non-Exchange Transactions	83,238	90,000	118,927
	89,862	95,000	119,937

9. Inventories

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Stationery	310	300	301
School Uniforms	7,980	10,200	10,304
	8,290	10,500	10,605

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2021	\$	\$	\$	\$	\$	\$
Land	20,000	0	0	0	0	20,000
Building Improvements	183,748	2,619	0	0	(11,881)	174,487
Furniture and Equipment	90,992	28,822	0	0	(13,290)	106,524
Information and Communication	7,004	10,658	0	0	(2,287)	15,375
Leased Assets	22,818	40,997	(663)	0	(19,240)	43,912
Library Resources	2,975	0	0	0	(372)	2,603
Balance at 31 December 2021	327,537	83,096	(663)	0	(47,070)	362,901

The net carrying value of equipment held under a finance lease is \$43,912 (2020: \$22,818).

	2021 Cost or Valuation	2021 Accumulated Depreciation	2021 Net Book Value	2020 Cost or Valuation	2020 Accumulated Depreciation	2020 Net Book Value
	\$	\$	\$	\$	\$	\$
Land	20,000	0	20,000	20,000	0	20,000
Building Improvements	312,628	(138,141)	174,487	310,008	(126,260)	183,748
Furniture and Equipment	169,875	(63,351)	106,524	141,053	(50,061)	90,992
Information and Communication	72,986	(57,611)	15,375	62,328	(55,324)	7,004
Leased Assets	67,173	(23,261)	43,912	52,024	(29,206)	22,818
Library Resources	39,913	(37,310)	2,603	39,913	(36,938)	2,975
Balance at 31 December	682,575	(319,674)	362,901	625,326	(297,789)	327,537

11. Accounts Payable

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Creditors	4,640	10,000	7,290
Accruals	7,708	8,000	10,098
Employee Entitlements - Salaries	83,238	70,000	73,273
Employee Entitlements - Leave Accrual	2,295	2,000	2,692
	97,881	90,000	93,353
Payables for Exchange Transactions	97,881	90,000	93,353
	97,881	90,000	93,353

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Other Revenue in Advance	2,396	3,000	3,133
	2,396	3,000	3,133

13. Provision for Cyclical Maintenance

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Provision at the Start of the Year	84,592	84,592	72,950
Increase/ (decrease) to the Provision During the Year	11,641	8,000	11,642
Use of the Provision During the Year	0	0	0
Provision at the End of the Year	96,233	92,592	84,592
Cyclical Maintenance - Current	0	61,250	0
Cyclical Maintenance - Term	96,233	31,342	84,592
	96,233	92,592	84,592

14. Finance Lease Liability

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

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
No Later than One Year	24,073	9,000	9,012
Later than One Year and no Later than Five Years	25,670	10,000	17,114
Later than Five Years	0	0	0
Future Finance Charges	(5,666)	(3,872)	(3,880)
	44,077	15,128	22,246
Represented by			
Finance lease liability - Current	20,124	6,594	7,118
Finance lease liability - Term	23,953	8,534	15,128
	44,077	15,128	22,246

15. 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:

2021	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
LSPM Fencing - Project number 225369	(592)	592	0	0	0
Jnr Block Modern Learning - Proj number 213914	203,148	272,003	(489,252)	0	(14,101)
Block 2 LSC Alterations - Project number 219901	14,357	0	(14,357)	0	0
Heat pumps (Replace Boiler) - Proj number 227024	0	14,277	(13,348)	0	929
Learning Support Modifications - Proj number 227994	0	243,355	(20,495)	0	222,860
Totals	216,913	530,227	(537,452)	0	209,688

Represented by:

Funds Held on Behalf of the Ministry of Education	223,789
Funds Due from the Ministry of Education	(14,101)
	209,688

2020	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
LSPM Fencing - Project number 225369	0	5,326	(5,918)	0	(592)
Jnr Block Modern Learning - Proj number 213914	26,925	200,000	(23,777)	0	203,148
Block 2 LSC Alterations - Project number 219901	0	14,357	0	0	14,357
Totals	26,925	219,683	(29,695)	0	216,913

16. 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.

17. Remuneration

Key management personnel compensation

Key management personnel of the School include all Board members, Principal, and Deputy Principal.

	2021 Actual \$	2020 Actual \$
<i>Board Members</i>		
Remuneration	1,260	1,440
<i>Leadership Team</i>		
Remuneration	275,450	241,269
Full-time equivalent members	2.00	2.00
Total key management personnel remuneration	276,710	242,709

There are 6 members of the Board excluding the Principal. The Board had held 6 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2021	2020
	Actual	Actual
	\$000	\$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160-170	140-150
Benefits and Other Emoluments	0-5	0-5
Termination Benefits	0	0

Other Employees

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

Remuneration \$000	2021 FTE Number	2020 FTE Number
100 - 110	3	1
110 - 120	0	0
	<u>3</u>	<u>1</u>

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

18. Compensation and Other Benefits Upon Leaving

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

	2021	2020
	Actual	Actual
Total	0	0
Number of People	0	0

19. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2021 (Contingent liabilities and assets at 31 December 2020: nil).

Holidays Act Compliance – schools payroll

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

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

To the extent that any obligation cannot reasonably be quantified at 31 December 2021, a contingent liability for the school may exist.

20. Commitments

(a) Capital Commitments

As at 31 December 2021 the Board has entered into contract agreements for capital works as follows:

(a) A \$14,277 contract for heat pumps to be completed in 2022, which will be fully funded by the Ministry of Education. \$14,277 has been received of which \$13,348 has been spent on the project to date; and

(b) \$642,573 contract for the Jnr Block modern learning environment as agent for the Ministry of Education. This project is partially funded by the Ministry and \$512,573 has been received of which \$526,674 has been spent on the project to balance date. This project has been approved by the Ministry. The Board is making a contribution of \$90,000 to the project; and

(c) \$285,355 contract for LSM additional fencing and universal bathroom as agent for the Ministry of Education. This project is fully funded by the Ministry and \$243,355 has been received of which \$20,495 has been spent on the project to balance date. This project has been approved by the Ministry; and

(a) A \$25,998 contract for a solar power system to be installed in 2022, a deposit of \$2,600 has been paid at balance date.

(Capital commitments at 31 December 2020: \$656,930)

(b) Operating Commitments

As at 31 December 2021 the Board has entered into the following contracts:

(a) Service fees of a photocopier;

	2021 Actual	2020 Actual
	\$	\$
No later than One Year	4,230	4,230
Later than One Year and No Later than Five Years	7,401	11,631
Later than Five Years	0	0
	<u>11,631</u>	<u>15,861</u>

21. 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

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Cash and Cash Equivalents	639,679	312,244	530,441
Receivables	89,862	95,000	119,937
Total Financial assets measured at amortised cost	<u>729,541</u>	<u>407,244</u>	<u>650,378</u>

Financial liabilities measured at amortised cost

Payables	97,881	90,000	93,353
Finance Leases	44,077	15,128	22,246
Total Financial Liabilities Measured at Amortised Cost	<u>141,958</u>	<u>105,128</u>	<u>115,599</u>

22. Comparatives

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

23. Events After Balance Date

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

24. Comparatives

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

25. COVID 19 Pandemic on going implications"

Impact of Covid-19

During 2021 the country moved between alert levels. During February and March 2021 Auckland was placed into alert levels 3 and 2 and other parts of the country moved into alert level 2.

Towards the end of June 2021, the Wellington region was placed into alert level 2 for one week.

Towards the end of August 2021, the entire country moved to alert level 4, with a move to alert level 3 and 2 for everyone outside the Auckland region three weeks later. While Auckland has remained in alert level 3 for a prolonged period of time the Northland and Waikato regions have also returned to alert level 3 restrictions during this period.

Impact on operations

Schools have been required to continue adapting to remote and online learning practices when physical attendance is unable to occur in alert level 4 and 3. Schools continue to receive funding from the Te Tāhuhu o te Mātauranga | Ministry to Education, even while closed.

However, the ongoing interruptions resulting from the moves in alert levels have impacted schools in various ways which potentially will negatively affect the operations and services of the school. We describe below the possible effects on the school that we have identified, resulting from the ongoing impacts of the COVID-19 alert level changes.

Reduction in locally raised funds

Under alert levels 4, 3, and 2 the school's ability to undertake fundraising events in the community and/ or collect donations or other contributions from parents, may have been compromised. Costs already incurred arranging future events may not be recoverable.

Increased Remote learning additional costs

Under alert levels 4 and 3 ensuring that students have the ability to undertake remote or distance learning often incurs additional costs in the supply of materials and devices to students to enable alternative methods of curriculum delivery.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF FOXTON BEACH SCHOOL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2021

The Auditor-General is the auditor of Foxton Beach School (the School). The Auditor-General has appointed me, Cameron Town, using the staff and resources of Silks Audit Chartered Accountants 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 17, that comprise the statement of financial position as at 31 December 2021, 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 2021; 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 with Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime

Our audit was completed on 31 May 2022. 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 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 Board of Trustees schedule included under the School Directory page and the Analysis of Variance, but does not include the financial statements, Kiwisport statement included as appendices, and our auditor's report thereon.

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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.



Cameron Town
Silks Audit Chartered Accountants Ltd
On behalf of the Auditor-General
Whanganui, New Zealand

Kiwisport Funding Expenditure

During the course of 2021 we received \$2119.25 in our Operations Grant to assist in the delivery of sport across the school at Foxtton Beach School.

In term 1 we booked the Foxtton Town pool for 1 and a half hours and hired coaches to work with all our Year 7 and 8 students. I feel that it is crucial that all our children are confident and competent in the water as we are surrounded by water at Foxtton Beach. We feel that this gives our students the ability to take part in water based sports as they are more confident in the water.

In term 1 we also had our school swimming sports and we paid for our contribution to the school swimming sports that took place. This was paid for out of our Kiwisport funding as well. Both swimming activities were at a cost \$ 1 319.39

A number of children took part in the Foxtton Lions Club fun run and we paid the entry fee for any children who ran for the school. This came to almost \$80.

This year we organised cricket coaching through Horowhenua Cricket. This allowed all Year 4-6 children to be able to learn new cricket skills and to potentially take part in a small after school tournament in 2022.

During the course of the year we spent nearly \$500 on fuel, warrants, registration etc so we could continue to transport children into their sports in Levin if needed. Without this assistance a number of students would not have been able to participate.

We feel that this money is crucial in allowing all students to take part in sport as it removes some of the boundaries around participation by eliminating the fees, the expense of transport and fees for coaching.

Hamish Stuart
Principal
Foxtton Beach School



Charter 2021-2023 Annual Plan 2021

Mission Statement

At Foxton Beach School we are motivated, diverse, future focused learners who through connection to our community and environmental success.

Ki te Kura o Te Awahou kit te moana he kipakipa, he matatini ngà àkonga aro mataroa kia hono hapori, hono taiao eke panuku ai.

Our learning is supported by our values of

- Respect *Whakaute*
- Innovation *Auahatanga*
- Confidence *Màia*
- Excellence *Hiranga*

And we incorporate the Key Competencies in all we do.

Vision

Hooked on Learning, Hooked on Success.

Potae, i runga i te ako, potae, i runga, i te angitu

Core Values

RESPECT

Honesty

Loyalty

Valuing each other

INNOVATION

Always trying new ideas

CONFIDENCE

Being proud of ourselves and our achievements

EXCELLENCE

Doing the best in all we do.

Our Principles – 2021

Our Teachers will deliver quality teaching in all curriculum areas.

- All Teachers will have thorough planning which will cater for all abilities in their class.
- There will be an emphasis on incorporating information communication technology into all curriculum areas.
- The staff will develop and promote high expectations of behaviour and work standards
- The Principles of the Treaty of Waitangi will be recognized as an important part of the culture of Foxtton Beach School
- All staff will continue to provide a warm, nurturing environment both in and out of class.



STRATEGIC GOALS 2021 – 2023



GOAL 1

Seamless Pathways for Our Students.

We will develop better pathways into Foxton Beach School for our pupils and their whanau. We will continue to develop the way our students transition between hubs to ensure that as they move up the school their needs and wellbeing is being catered to. We will continue to develop better transition for our senior students into the local high schools in the Horowhenua.

GOAL 2

Adaptive Innovative Teaching and Learning.

Using the latest pedagogy to ensure we are providing our students with the most up to date teaching and learning methods. This also needs to be done in conjunction with the approaches that we have already embedded. Ensure our localised curriculum meets the needs of our students and community with the learning progression frameworks coming across all learning.

GOAL 3

Holistic Wellbeing.

We will ensure that we are better catering to the physical and emotional wellbeing of our students. We will focus on engagement and attendance at school and we will strive to make school a positive place for students to learn and for parents to be a part of.

GOAL 4

Meaningful Relationships.

We will develop stronger relationships with parents and our wider community and we will strengthen our relationship with our local iwi, Ngati Raukawa. We will look for ways for students to engage in learning in our local environment and for people in our community to be part of the success of our students.

Charter Information

Consultation

In developing the charter/updated charter for Foxton Beach School the Board has consulted with the school community through/by:

- As a component of the boards self-review cycle and charter development
- As a questionnaire to parent community seeking information about the direction of the school and as to how they feel our charter goals are being met.

Recognising New Zealand Cultural Diversity

Foxton Beach School recognises the importance of New Zealand's cultural diversity and the unique position of Maori culture.

The Board demonstrated its recognition of New Zealand's cultural diversity through:

- Reflecting on the unique place of Maori within our policy documentation and curriculum statements.
- The continuing development of policies and practices that reflect New Zealand cultural diversity.
- Providing all students with experiences and understandings in cultural traditions, language and local history.
- Visits by students to local Marae.
- During the development of our long term plans we incorporate components of Te Reo and Tikanga Maori.
- Staff using commands and language in the classroom as and when appropriate.

How the Board will respond to any request for instruction in Te Reo Maori

The Board will respond to any request for instruction in Te Reo Maori by:

- Advising the parents of the current level of Te Reo Maori and Tikanga Maori available at the school .
- Offering to explore possibilities for extending the current provision including.
- Dual enrolment with the Correspondence School.
- Consulting with the School Advisor Maori.

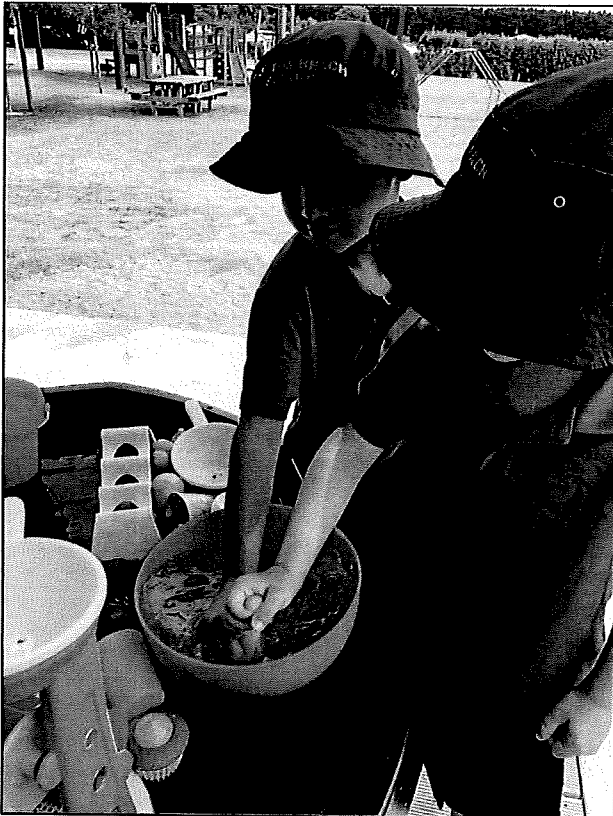
How the Board will ensure an inclusive education for children with special education needs

The board will ensure all students with special education needs will:

- Be able to enrol at this school.
- All efforts will be made to overcome any physical barriers to this.
- In coordination with specialist advice, a program will be established to meet their specific needs.
- The school will have a special needs register which identifies children who are not succeeding or who are at risk of not succeeding.
- The Principal or staff rep will keep the Board informed of the progress of the children on this roll.
- All teachers will identify children with special needs and develop programs that suit their needs in consultation with their parents and specialist advisors.
- The school SENCO will monitor these children and meet with teachers to discuss ongoing needs.
- All teachers will report back to parents on the progress their children are making.

ANNUAL

PLAN



2021

Holistic Wellbeing

<p><i>We will ensure that we are better catering to the physical and emotional wellbeing of our students. We will focus on engagement and attendance at school and we will strive to make school a positive place for students to learn and for parents to be a part of.</i></p>	<p>What Does This Look Like?</p>	<p>Goal</p>	
<p>We will create a safe environment which promotes positivity, sharing and open communication</p>	<p>Staff will be involved in looking for ways to promote more positivity within school. Hub activities that promote this, staff based activities as well.</p>	<p>To make the school a more positive environment to strengthen connections with students and families.</p>	<p>While 2021 has been very difficult to have parents engaged in our classrooms, we have continued to promote Pause, Breathe, Smile within our classes and Growth Mindset with our older students. We monitor the attendance of all students in the Kerekere and Tailoko Kahui Ako and we have the highest rate of attendance for children within the kerekere area. This year has been really difficult for students and staff. We had another quite protracted lockdown and we felt students were more anxious when they came back to school and this has been difficult to work through. Staff were also under more pressure this year after lockdown as there have been more restrictions and some parents have been unhappy with the things put in place to keep children safe.</p>
<p>In term 2 / 3 look at running some passion based learning</p>	<p>(Post CoVID experiences) What skills do we have in the community? Run some sessions based on the interest the children have... knitting, gardening, mountain biking, walking ...</p>	<p>To give students an opportunity to experience other aspects of learning and/or to link their learning to a specific interest.</p>	<p>This did not happen as we lost so much time and the teachers really wanted to complete the work that had been planned around Relationships and Sexuality Education. This was a huge success with some excellent feedback from parents</p>
<p>Work with families around the safe use of digital technology</p>	<p>Get John Parsons or the couple that presented in the Horowhenua. Work with Yr 4 / 8 students on cyber safety. Parent sessions as well. Stocktake of our school settings Re do our user agreement to include no extensions or downloaded games on devices at school.</p>	<p>To ensure we are keeping all students safe online and to upskill parents in keeping their children safe online while using technology for learning</p>	<p>John Parsons came to school in November and ran an excellent session with our two older hubs. He also ran a Zoom session for parents in the evening with the support of two of our teachers. It had a good rate of attendance. John shared a number of short videos with us that we have been putting on our Facebook page for families to share. We have asked that parents watch these first and then watch them with their children.</p>
<p>Develop a Wellbeing Policy for FBS How will we foster Wellbeing for students and staff? How will we ensure effective programs for Yr 1 - 8 Pause Breathe, Smile Yr 7 / 8 Well-being resource Growth mindset underpinning these. How do we lift positivity within the school? This is based on the evidence from the Horowhenua case study.</p>	<p>What does Wellbeing look like at Foxton Beach School? We need to have a better understanding of what this means for our students and have a clear plan. We could look at the whare Tapa Wha model and use it as a way of getting staff to think in depth about themselves and their well being</p>	<p>For our children, parents and teachers to be able to cope better at times that are difficult. Sometimes these difficult times can become barriers to learning for a number of students.</p>	<p>This has not been developed this year as a lot of time has been taken up with COVID related work and supporting children and teachers.</p>

<p>Lifting Wellbeing Through Activity In term 2 / 3 run a fitness group with breakfast in the school hall.</p>	<p>Aim would be to get parents and children into school and to lift activity and attendance</p>	<p>With students now having healthy options at morning tea time and lunch time, we now need to look at the activity level of our students. Parents could also be involved with this so it becomes a community goal.</p>	<p>Due to the restrictions that we had in place we did not start these this year. At the time we had all our hubs working separately so we did not want to have them mixing and parents could not come in to join in with this activity either. We will try again in 2022</p>
<p>Sexuality Education PLD Look at upskilling all teachers before we undertake Sexuality Education. Use Sigrid Thornton on a call back day to unpack new guidelines. Invite BOT members to this.</p>	<p>All teachers have a clearer understanding of what needs to be covered around sexuality education in New Zealand.</p>	<p>We will meet the guidelines that are now in place and we will also pass this knowledge on to parents so we are working on this together.</p>	<p>We held a callback day for teachers to work with the facilitator to unpack the Relationships and Sexuality guidelines. We developed a presentation so that we could share an overview with our parents about what would be covered at each level. One of the findings that came out of our hui with parents is that they just wanted an overview of what would be covered that particular week so they could decide if they wanted their children to participate and so they could carry on discussions as a family. We have also reviewed this aspect of our curriculum so there are aspects of this part of the curriculum happening each year.</p>

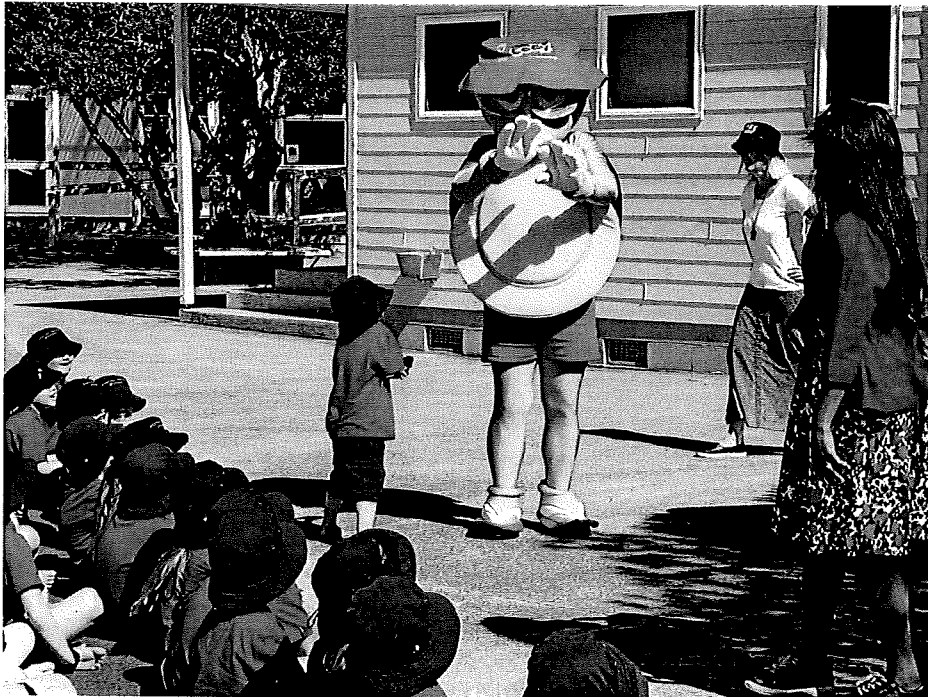


Adaptive, Innovative Teaching & Learning Strategies

<i>Using the latest pedagogy to ensure we are providing our students with the most up to date teaching and learning methods. This also needs to be done in conjunction with the approaches that we have already embedded.</i>	What does this look like?	Goal	Outcome
Ensure our localised curriculum meets the needs of our students and community with the learning progression frameworks coming across all learning.			We have spent some time working on a review of our curriculum but we will be going into more depth next year. Our staff meetings became quite congested when we came back to school. The teachers have fully embedded the learning progressions framework for all three areas and use this for their planning and their assessments. They have a good knowledge of using many different assessment tools to help build the overall teacher judgement for each student.
Develop a clear assessment overview	Besides the use of PacT for reading, writing, and math's what else are we assessing and why? When will we assess certain areas and what will we do with this data?	We will be able to show where students are currently achieving at and more importantly we will be able to show progress. Develop a clear reporting cycle for the BOT	This document has been reviewed by my DP and this has been unpacked by teachers. They are all using this document
Investigate with our school community, teachers, children and businesses what success looks like for them	We need to redefine what success looks like for our learners and their whanau. What success might be for one whanau is different for others		Due to time constraints we did not get to this goal.
Review how we are reporting to parents	What is the research on anytime reporting? Do we look at schools currently doing this? Is it effective? Look at our use of seesaw Is each hub using it effectively? Are parents giving feedback? How can we lift this? Are students taking on board feedback?	As a staff we will develop a set of protocols for the use of Seesaw. This way each hub is being consistent in their approach to the use of it. We will also allow students time to comment on the feedback that parents have given..... Are students using this feedback??	We reviewed the way that we are using Seesaw and it was a bit random across the school. I asked for feedback from teachers about ways we could improve this and we have developed a schedule for reporting so every fortnight there is an area of focus across the school. We also let parents know a day or two before we are sharing things on Seesaw and we make sure that each hub shares them on the same day. We have seen the number of responses increase as the parents now know when to keep an eye out for new posts.
Improving teacher practice using video	Working in collaborative pairs use video to observe each other. Across hubs could be beneficial - increase pedagogy across teachers One of the AST's to oversee and help with coaching. Reading would be our first focus.	Look at rolling this out in term 2 for teachers to be working collaboratively on this concept	This was not achieved as we ran out of time but we have signed up for Manaia Kalani in 2022 and this could be a big part of it as we aim to continually develop teacher practice.

Meaningful Relationships

<p>We will develop stronger relationships with parents and our wider community and we will strengthen our relationship with our local iwi, Ngati Raukawa. We will look for ways for students to engage in learning in our local environment and for people in our community to be part of the success of our students.</p>	<p>What does this look like?</p>	<p>Goal</p>	
<p>Look at how we are teaching and unpack this with parents</p>	<p>What will collaborative teaching look like in Team Kotare Create a set of guidelines of how things will work. How much PBL v group work etc. Use of technology with our classes. Why are we using this and how does it help learners? How does it provide equity for learners?</p>	<p>We will have regular times where we invite parents in to see aspects of how the students are learning and working in the hubs. We need parents to have a better understanding of how teaching and learning has changed within Foxton Beach School and all schools</p>	<p>We have been unable to have parents in to do this but we are going to look at ways that we can ensure that this happens next year. The key focus will be around our whole literacy approach and play based learning within our junior hub as some parents have misunderstood the kaupapa behind these approaches. A lot more time needs to be spent with parents and the ECE's</p>
<p>Revisit our curriculum document</p>	<p>What is relevant, what is not. Where is the community voice? What involvement do we have with iwi partners? Do we have a rich and varied curriculum using our environment and the people in our community and wider community?</p>	<p>It is time to go back to the start.... What is our Vision and Values that we have.....How are we ensuring curriculum coverage?</p>	<p>This will be a key area for 2022</p>



Strategic Review

AREA FOR REVIEW	22nd Feb	29th March	24th May	28th June	23rd Aug	27th Sept	22nd Nov	13th Dec
CHARTER	Confirm Charter and Annual Plan to send to MOE						Review 2021 Strategic Plan	Review draft 2022 Annual Plan
STRATEGIC AIMS FOCUS			Strategic Aim No 1	Strategic Aim No 2	Strategic Aim No 3	Strategic Aim No 4		
LEARNER PROGRESS & ACHIEVEMENT	2020 Analysis of Variance Targets for 2021	Number knowledge for Yr 4-8 students	PAT start of year data		Midyear Student Reporting	Reading Reporting		PAT end of year data
HR	All job descriptions and signed off. Units fixed.				Staff Police Vet Review			
PROPERTY		Cyclical Maintenance Plan review Term Property Check		Term Property Check	5YA 10 YPP Review	Term Property Check		Term Property Check
FINANCE	Monitor Monthly Report	Monitor Monthly Report	Monitor Monthly Report	Mid-Year Review	Monitor Monthly Report	Monitor Monthly Report	Monitor Monthly Report	Review of draft 2022 Budget
HEALTH & SAFETY				YTD Incident and Accident Review				YTD Incident and Accident Review
BOARD PROGRESS REQUIREMENTS	Confirm delegations. Report any conflicts of interest.	Accounts to Auditor	Annual Report approved and sent to MOE by 31 May. On website	Donations Scheme election	1st July Roll Return Completed	Decide on Out of Zone Allocations for 2022		Set 2022 Term dates Set 2022 BOT fees
POLICY REVIEWS		Term 1 reviews https://foxtonebeach.schooldocs.co.nz/Self%20Review%20Annual.pdf		Term 2 reviews https://foxtonebeach.schooldocs.co.nz/Self%20Review%20Annual.pdf		Term 3 reviews https://foxtonebeach.schooldocs.co.nz/Self%20Review%20Annual.pdf		Term 4 reviews https://foxtonebeach.schooldocs.co.nz/Self%20Review%20Annual.pdf

End of Year maths data based on curriculum levels for 2021

	Working towards the expected curriculum level for their year		At the expected curriculum level for their year		Above the expected curriculum level for their year		Total
	Boys	Girls	Boys	Girls	Boys	Girls	
After 1 year			7	7	1		15
After 2 years			2	5	2	2	11
After 3 years	4		4	5			13
Year 4			6	10	2	4	22
Year 5	2	5	7	9			23
Year 6	2	4	3	4	2	1	16
Year 7	3	2	5	6			16
Year 8	2	3	17	12			34
	13 8%	14 9%	51 34%	58 39%	7 5%	7 5%	150

We have 83% of all children working within the correct curriculum level for their year. We have 10% of students working above the expected curriculum level for their year. This is up from 7% last year. There are a couple of year groups that are causing concern, our Yr 5 group have gone from having 2 students working towards the expected curriculum level to now having 7 students and the Yr 7 group have gone from having 2 students in 2020 working towards the curriculum level to now having 5. These two year groups will be in the same hub in 2022 and will require extra support.

Year	Total Number	At the correct curriculum level	Below the curriculum level	Male	Female	Maori
After 1 year	15	15	0			
After 2 years	11	11	0			
After 3 years	13	9	4	4		2
4	22	22	0			
5	23	16	7	2	5	1
6	16	10	6	2	4	4
7	16	11	5	3	2	3
8	34	29	5	2	3	2
	150	123 83%	27 17%	13 48%	14 52%	12 44%

This table has more of a breakdown of the children that are working towards the curriculum level they need to be at. There are 17% who are working towards (27 students) and the group is an even split of boys and girls. The group that are working towards the correct curriculum level are an even mix of Pakeha and Maori. Of the 23 students working towards the correct curriculum level 12 students (44%) are Maori.

End of Year writing data based on curriculum levels for 2021

	Working towards the expected curriculum level for their year		At the expected curriculum level for their year		Above the expected curriculum level for their year		Total
	Boys	Girls	Boys	Girls	Boys	Girls	
After 1 year			8	7			15
After 2 years			4	7			11
After 3 years	6	2	2	3			13
Year 4			6	9	2	5	22
Year 5	5	5	4	9			23
Year 6	1	2	5	6	1	1	16
Year 7	5	4	3	4			16
Year 8	3	3	16	12			34
	20 13%	16 11%	48 32%	57 38%	3 2%	6 4%	150

We have 76% of all children working within the correct curriculum level for their year. This compares to 83% last year. The number of students who are writing above the curriculum level for their year has increased from 4% to 6% with some excellent progress being made by the Year 4's. The two groups causing the most concern are the Year 5 students with 2 being below the expected curriculum level in 2020 going to 10 at the end of this year. The other group is the Year 7's where it has gone from 4 being below the expected curriculum level to now 9 being below. It is good to see that the Year 6 group went from 6 working towards the expected curriculum level in 2020 to now just 3 that are working towards at the end of 2021.

Year	Total Number	At the correct curriculum level	Below the curriculum level	Male	Female	Maori
After 1 year	115	15				
After 2 years	11	11				
After 3 years	13	5	8	6	2	3
4	22	22				
5	23	13	10	5	5	2
6	16	13	3	1	2	3
7	16	7	9	5	4	4
8	34	28	6	3	3	2
	150	114 76%	36 24%	20 56%	16 44%	14 39%

This table has more of a breakdown of the children that are working towards the curriculum level they need to be at. There are 24% who are working towards (36 students) and the group definitely has more boys (20) than girls (16). The group that are working towards the correct curriculum level are an even mix of Pakeha and Maori. Of the 36 students working towards the correct curriculum level 14 students (39%) are Maori.

End of Year reading data based on curriculum levels for 2021

	Working towards the expected curriculum level for their year		At the expected curriculum level for their year		Above the expected curriculum level for their year		Total
	Boys	Girls	Boys	Girls	Boys	Girls	
After 1 year			8	6		1	15
After 2 years			2	6	2	1	11
After 3 years	4		3	5	1		13
Year 4	1		2	9	4	6	22
Year 5	3	4	6	10			23
Year 6	1	2	4	6	2	1	16
Year 7	3	3	5	5			16
Year 8	2	3	17	12			34
	14 9%	12 8%	47 31%	59 40%	9 6%	9 6%	150

We have 83% of all children working within the correct curriculum level for their year. We have 12% of students working above the expected curriculum level for their year. This is up from just 6% in 2020. It is good to see the number of boys that are achieving above the curriculum level has increased from 4 in 2020 to 9 in 2021. The two years causing the most concern would be the Yr 7's with 6 students working below the required curriculum level and the Yr 5's with 7. This will mean that in our senior hub in 2022 there will be 16 out of the 55 children who will need extra assistance.

Year	Total Number	At the correct curriculum level	Below the curriculum level	Male	Female	Maori
After 1 year	15	15	0			
After 2 years	11	11	0			
After 3 years	13	9	4	4		1
4	22	21	1	1		
5	23	16	7	3	4	1
6	16	13	3	1	2	3
7	16	10	6	3	3	2
8	34	29	5	2	3	2
	150	124 83%	26 17%	14 54%	12 46%	9 35%

This table has more of a breakdown of the children that are working towards the curriculum level they need to be at. There are 17% who are working towards (26 students) made up of 14 boys and 12 girls. The group that are working towards the correct curriculum level are an even mix of Pakeha and Maori. Of the 26 students working towards the correct curriculum level 9 students (35%) are Maori. This has come down from 45% last year.

Foxton Beach School: Reading Achievement Target 2021

Curriculum Achievement Targets:

Curriculum Area: Reading

Strategic Goal: For all our children to be highly numerate and literate by the time they leave this school

Base Data: See the attached reporting to the BOT for the end of 2021.

Historical Position:

At the end of 2020 we had 86% of all students achieving at the correct curriculum level for reading for their year level. There were 24 students who were achieving at a lower curriculum level, 14%, this was predominantly boys 15 out of the 24 were boys. Six of these boys were Year 8's so have now left the school and three of these were ORR's funded students.

Achievement Targets:

Year 1 to 3 students: At the start of 2021 we have identified from our end of 2020 data and our initial assessment of new students to Foxton Beach School we have 6 students in our Year 1 to 3 group that are below the curriculum level they need to be working at. It is made up of 5 boys and 1 girl. 3 are Maori students. The target will be to have them working at the correct curriculum level for their year.

Year 4 to 8 students: At the start of 2021 we have identified from our end of 2020 data and our initial assessment of new students to Foxton Beach School, we have 14 students in our Year 4 to 8 group that are below the curriculum level they need to be working at. It is made up of 6 Girls, 2 of which are Maori and

8 Boys, 3 of which are Maori students. The target will be to have all 14 students working at the correct curriculum level for their year.

Analysis of Variance:

This year 2 out of the 6 Year 1 to 3 students who were our target students reached the curriculum level they needed to be at by the end of the year. One of those was a Maori boy and the other student was a girl. For our Year 4 to 8 students 1 left during the year and 5 out of 13 students reached the curriculum level they needed to be at by the end of the year. The 5 that have achieved the correct curriculum level are all boys and 1 was Maori. We felt that this could have been higher for both groups but this is the second year in a row that we have had major interruptions to learning. While all students at Foxton Beach School had access to devices some of our target students did not engage in distance learning. The teachers contacted all parents of students that were not engaging in learning but this did not change the outcome.