



**Chapel Downs**  
**Primary School**

# **ANNUAL REPORT**

**FOR THE YEAR ENDED 31 DECEMBER 2021**

**Ministry Number:** 1581

School Address: 170 Dawson Road  
East Tamaki, Auckland 2023  
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# CHAPEL DOWNS PRIMARY SCHOOL

Annual Report - For the year ended 31 December 2021

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Kiwisport

# Chapel Downs Primary School

## Statement of Responsibility

For the year ended 31 December 2021

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

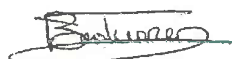
The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2021 fairly reflects the financial position and operations of the school.

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

**Bryce Mathew Turner**

Full Name of Presiding Member



Signer ID: AVAMWPXU37...

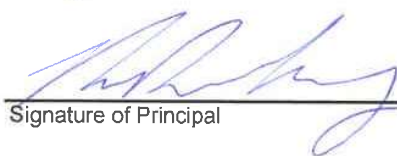
Signature of Presiding Member

**31/5/2022**

Date:

**Vaughan Stewart van Rensburg**

Full Name of Principal



Signature of Principal

**31/05/2022**

Date:

# Chapel Downs Primary School

## Members of the Board of Trustees

For the year ended 31 December 2021

Name	Position	How Position Gained	Term Expires
Bryce Turner	Presiding Member	Re-elected Jun 2019	Jun 2022
Vaughan Van Rensburg	Principal	Ex officio	
Shirley Chapman	Parent Representative	Re-elected Jun 2019	Jun 2022
Amanda Faraimo	Parent Representative	Elected Jun 2019	Jun 2022
Semisi Telefoni	Parent Representative	Elected Jun 2019	Jun 2022
Amy Tusa	Parent Representative	Elected Jun 2019	Jun 2022
Gillian Roberts-York	Staff Representative	Re-elected Jun 2019	Jun 2022



# Chapel Downs Primary School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Revenue</b>				
Government Grants	2	5,874,926	5,755,397	5,855,904
Locally Raised Funds	3	185,768	192,000	224,762
Interest Income		10,160	5,000	21,533
		6,070,854	5,952,397	6,102,199
<b>Expenses</b>				
Locally Raised Funds	3	89,473	141,058	95,992
Learning Resources	4	3,807,043	3,672,503	3,669,820
Administration	5	576,535	258,841	234,772
Finance		4,893	5,917	5,976
Property	6	1,380,085	1,834,408	1,853,024
Depreciation	11	184,309	202,500	181,216
Loss on Disposal of Property, Plant and Equipment		-	-	104
		6,042,338	6,115,227	6,040,904
<b>Net Surplus / (Deficit) for the year</b>		28,516	(162,830)	61,295
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		28,516	(162,830)	61,295

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

# Chapel Downs Primary School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Equity at 1 January</b>		1,893,614	1,930,286	1,818,434
Total comprehensive revenue and expense for the year		28,516	(162,830)	61,295
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		19,500	-	13,885
<b>Equity at 31 December</b>		1,941,630	1,767,456	1,893,614
Retained Earnings		1,941,630	1,767,456	1,893,614
<b>Equity at 31 December</b>		1,941,630	1,767,456	1,893,614

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.

# Chapel Downs Primary School

## Statement of Financial Position

As at 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	134,734	560,325	127,744
Accounts Receivable	8	224,632	244,188	244,186
GST Receivable		20,703	16,940	16,940
Prepayments		27,675	18,492	18,492
Inventories	9	20,973	23,819	23,819
Investments	10	865,745	359,937	859,937
Funds held for Capital Works Projects	15	69,896	-	36,948
		1,364,358	1,223,701	1,328,068
<b>Current Liabilities</b>				
Accounts Payable	12	301,356	285,067	332,060
Provision for Cyclical Maintenance	13	53,944	32,262	21,987
Finance Lease Liability	14	30,882	-	31,735
		386,182	317,329	385,782
<b>Working Capital Surplus/(Deficit)</b>		978,176	906,372	942,286
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	1,100,619	1,009,710	1,120,863
		1,100,619	1,009,710	1,120,863
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	13	128,432	141,591	135,779
Finance Lease Liability	14	8,733	7,035	33,756
		137,165	148,626	169,535
<b>Net Assets</b>		1,941,630	1,767,456	1,893,614
<b>Equity</b>		1,941,630	1,767,456	1,893,614

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

# Chapel Downs Primary School

## Statement of Cash Flows

For the year ended 31 December 2021

	Note	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		1,541,362	1,508,026	1,652,062
Locally Raised Funds		185,768	192,000	222,762
Goods and Services Tax (net)		(3,763)	-	(6,948)
Payments to Employees		(1,091,790)	(1,015,300)	(1,024,937)
Payments to Suppliers		(424,589)	(635,872)	(486,084)
Interest Paid		(4,893)	(5,917)	(5,976)
Interest Received		14,091	2,498	24,433
Net cash from/(to) Operating Activities		216,186	45,435	375,312
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(163,296)	(207,013)	(205,096)
Purchase of Investments		(5,808)	500,000	(16,863)
Net cash from/(to) Investing Activities		(169,104)	292,987	(221,959)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		19,500	-	3,301
Finance Lease Payments		(26,644)	57,211	(30,198)
Funds Administered on Behalf of Third Parties		(32,948)	36,948	(32,213)
Net cash from/(to) Financing Activities		(40,092)	94,159	(59,110)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>6,990</b>	<b>432,581</b>	<b>94,243</b>
Cash and cash equivalents at the beginning of the year	7	127,744	127,744	33,501
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>134,734</b>	<b>560,325</b>	<b>127,744</b>

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.

# Chapel Downs Primary School

## Notes to the Financial Statements

### For the year ended 31 December 2021

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Chapel Downs Primary School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board 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 2020.

###### **Basis of Preparation**

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

###### **Financial Reporting Standards Applied**

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

###### **PBE Accounting Standards Reduced Disclosure Regime**

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the 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 13.

###### **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.

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) Finance Lease Payments**

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

### **e) Cash and Cash Equivalents**

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

### **f) Accounts Receivable**

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

### **g) Inventories**

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

### **h) Investments**

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

### **i) Property, Plant and Equipment**

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

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

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

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

#### **Finance Leases**

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

#### **Depreciation**

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	40 years
Furniture and equipment	10 years
Information and communication technology	3 years
Motor vehicles	20 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) 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.

#### **n) 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.

**o) 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.

**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	1,220,834	1,175,681	1,334,134
Teachers' Salaries Grants	2,917,566	2,809,354	2,809,354
Use of Land and Buildings Grants	1,062,395	1,436,706	1,436,706
Other MoE Grants	674,131	333,656	275,710
	<b>5,874,926</b>	<b>5,755,397</b>	<b>5,855,904</b>

The school has opted in to the donations scheme for this year. Total amount received was \$90,450 (2020: \$89,400). Included in Other MOE Grants is Ministry funded Healthy School Lunches Programme of \$312,815.

## 3. Locally Raised Funds

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Revenue</b>			
Donations & Bequests	300	-	2,724
Fees for Extra Curricular Activities	820	-	1,242
Trading	108,771	126,000	127,770
Fundraising & Community Grants	75,877	66,000	93,026
	<b>185,768</b>	<b>192,000</b>	<b>224,762</b>
<b>Expenses</b>			
Extra Curricular Activities Costs	1,742	41,000	4,564
Trading	85,931	99,058	88,233
Fundraising and Community Grant Costs	1,800	1,000	3,195
	<b>89,473</b>	<b>141,058</b>	<b>95,992</b>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<b>96,295</b>	<b>50,942</b>	<b>128,770</b>

## 4. Learning Resources

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Curricular	68,965	100,275	80,053
Information and Communication Technology	34,984	39,000	40,194
Library Resources	5,251	5,700	5,803
Employee Benefits - Salaries	3,676,726	3,503,028	3,530,115
Staff Development	21,117	24,500	13,655
	<b>3,807,043</b>	<b>3,672,503</b>	<b>3,669,820</b>

## 5. Administration

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Audit Fee	7,490	6,673	6,510
Board Fees	2,275	5,060	3,295
Board Expenses	4,873	9,500	3,495
Communication	7,757	6,000	6,915
Consumables	508	2,500	737
Operating Lease	839	840	839
Legal Fees	-	2,500	-
Healthy School Lunches Programme	312,815	-	-
Other	28,175	28,300	19,006
Employee Benefits - Salaries	182,812	165,659	163,687
Insurance	13,884	15,079	14,663
Service Providers, Contractors and Consultancy	15,107	16,730	15,625
	<b>576,535</b>	<b>258,841</b>	<b>234,772</b>

## 6. Property

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Caretaking and Cleaning Consumables	14,990	31,400	30,487
Cyclical Maintenance Provision	35,892	38,074	121,424
Grounds	12,623	23,400	15,138
Heat, Light and Water	41,573	48,000	37,663
Repairs and Maintenance	32,374	92,860	55,129
Use of Land and Buildings	1,062,395	1,436,706	1,436,706
Security	7,543	8,000	8,004
Employee Benefits - Salaries	172,695	155,968	148,473
	<b>1,380,085</b>	<b>1,834,408</b>	<b>1,853,024</b>

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 the land and buildings used by the 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 Accounts	134,734	560,325	127,744
Cash and cash equivalents for Statement of Cash Flows	<b>134,734</b>	<b>560,325</b>	<b>127,744</b>

## 8. Accounts Receivable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Receivables from the Ministry of Education	2,805	-	2,500
Interest Receivable	258	6,691	4,189
Teacher Salaries Grant Receivable	221,569	237,497	237,497
	<u>224,632</u>	<u>244,188</u>	<u>244,186</u>
Receivables from Exchange Transactions	258	6,691	4,189
Receivables from Non-Exchange Transactions	224,374	237,497	239,997
	<u>224,632</u>	<u>244,188</u>	<u>244,186</u>

## 9. Inventories

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Stationery	2,945	23,819	2,546
School Uniforms	18,028	-	21,273
	<u>20,973</u>	<u>23,819</u>	<u>23,819</u>

## 10. Investments

The School's investment activities are classified as follows:

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Asset			
Short-term Bank Deposits	865,745	359,937	859,937
	<u>865,745</u>	<u>359,937</u>	<u>859,937</u>

## 11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2021</b>						
Building Improvements	618,450	65,056			(29,581)	<b>653,925</b>
Furniture and Equipment	260,079	61,812			(59,720)	<b>262,171</b>
Information and Communication Technology	122,789	26,410			(58,160)	<b>91,039</b>
Motor Vehicles	33,038				(1,954)	<b>31,084</b>
Leased Assets	57,012	6,657			(30,691)	<b>32,978</b>
Library Resources	29,496	4,129			(4,203)	<b>29,422</b>
<b>Balance at 31 December 2021</b>	<u>1,120,864</u>	<u>164,064</u>	<u>-</u>	<u>-</u>	<u>(184,309)</u>	<u><b>1,100,619</b></u>

The net carrying value of equipment held under a finance lease is \$32,979 (2020: \$57,012)

	2021	2021	2021	2020	2020	2020
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	1,240,634	(586,709)	<b>653,925</b>	1,175,578	(557,128)	<b>618,450</b>
Furniture and Equipment	1,133,768	(871,597)	<b>262,171</b>	1,071,956	(811,877)	<b>260,079</b>
Information and Communication Technology	493,199	(402,160)	<b>91,039</b>	466,789	(344,000)	<b>122,789</b>
Motor Vehicles	39,075	(7,991)	<b>31,084</b>	39,075	(6,037)	<b>33,037</b>
Leased Assets	116,435	(83,457)	<b>32,978</b>	115,667	(58,655)	<b>57,012</b>
Library Resources	117,175	(87,753)	<b>29,422</b>	113,046	(83,550)	<b>29,496</b>
<b>Balance at 31 December</b>	<b>3,140,286</b>	<b>(2,039,667)</b>	<b>1,100,619</b>	<b>2,982,111</b>	<b>(1,861,247)</b>	<b>1,120,863</b>

## 12. Accounts Payable

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Creditors	25,718	17,354	23,864
Accruals	7,486	6,510	6,510
Banking Staffing Overuse	24,738	-	40,483
Employee Entitlements - Salaries	221,569	237,497	237,497
Employee Entitlements - Leave Accrual	21,845	23,706	23,706
	<b>301,356</b>	<b>285,067</b>	<b>332,060</b>
Payables for Exchange Transactions	301,356	285,067	332,060
	<b>301,356</b>	<b>285,067</b>	<b>332,060</b>

The carrying value of payables approximates their fair value.

## 13. Provision for Cyclical Maintenance

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Provision at the Start of the Year	157,766	157,766	75,451
Increase/ (decrease) to the Provision During the Year	35,892	38,074	121,424
Use of the Provision During the Year	(11,282)	(21,987)	(39,109)
Provision at the End of the Year	<b>182,376</b>	<b>173,853</b>	<b>157,766</b>
Cyclical Maintenance - Current	53,944	32,262	21,987
Cyclical Maintenance - Term	128,432	141,591	135,779
	<b>182,376</b>	<b>173,853</b>	<b>157,766</b>

#### 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	33,190	-	36,911
Later than One Year and no Later than Five Years	9,176	7,035	35,940
Future Finance Charges	(2,751)	-	(7,360)
	<u>39,615</u>	<u>7,035</u>	<u>65,491</u>
<b>Represented by</b>			
Finance lease liability - Current	30,882	-	31,735
Finance lease liability - Term	8,733	7,035	33,756
	<u>39,615</u>	<u>7,035</u>	<u>65,491</u>

#### 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 \$	Board Contributions \$	Closing Balances \$
Block 9 Modernisation	(15,505)	-	-	-	(15,505)
Block 12/Admin Weathertightness	(5,208)	-	(27,713)	-	(32,921)
Heat Pumps	(3,085)	-	-	-	(3,085)
Library/Admin Alterations	(13,150)	180,000	(185,235)	-	(18,385)
Totals	<u>(36,948)</u>	<u>180,000</u>	<u>(212,948)</u>	<u>-</u>	<u>(69,896)</u>

#### Represented by:

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

-  
(69,896)  
69,896

2020	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Block 9 Modernisation	-	-	(15,505)	-	(15,505)
Block 12/Admin Weathertightness	-	-	(5,208)	-	(5,208)
Class Upgrade Block 3, 4, 7	-	-	(481)	481	-
Class Upgrade Block 18 & 19	(4,466)	4,755	(289)	-	-
Heat Pumps	(269)	-	(2,816)	-	(3,085)
Library/Admin Alterations	-	-	(13,150)	-	(13,150)
Totals	<u>(4,735)</u>	<u>4,755</u>	<u>(37,449)</u>	<u>481</u>	<u>(36,948)</u>

#### 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.

The Chapel Downs Family Service Centre Trust (The FSC) is a pre-school facility operating on school land and incorporated as a charitable trust. The FSC is considered a controlled entity of Chapel Downs School for the purposes of the Public Audit Act 2001 as the school Board has the power to appoint and remove trustees of the FSC by virtue of the FSC's trust deed. However, the school does not have any rights, directly or indirectly, to benefit from the FSC's activities, nor has the school obtained any direct or indirect benefit from the FSC in the past. FSC's objectives also do not appear to be congruent or complementary to those of the school. After careful consideration, the school believes while it satisfied the power element, through appointing or removing the Board of FSC, it does not satisfy the benefit element and therefore there is no control for financial reporting purposes under the applicable accounting standard PBE IPSAS 35: Consolidated Financial Statements which requires both the control and benefits test to be met for control to exist. Therefore the financial statements of the FSC and the school are not consolidated.

As a registered charity, the FSC prepares separate financial statements for their year-end which is 30 June. These have been audited by RSM Hayes Audit. The financial statements and founding documents of the FSC are available for public viewing on the Charities Register (Registered Charity Number CC47382).

The FSC is also considered as a related party due to the above and the fact that the school's Principal is a member of the key management personnel of both entities. During the year the FSC reimbursed the school \$61,197 for site rental and reimbursement of operational costs of the FSC paid on their behalf (2020: \$62,222). Any transactions with the FSC are on an arm's length basis. There were no amounts outstanding at year end (2020: nil).

The Board of Trustees considers that there are no other related party transactions in 2021 (2020: nil).

## 17. Remuneration

### *Key management personnel compensation*

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

	2021 Actual \$	2020 Actual \$
<i>Board Members</i>		
Remuneration	2,275	3,295
<i>Leadership Team</i>		
Remuneration	516,656	433,041
Full-time equivalent members	4	3.5
Total key management personnel remuneration	518,931	436,336

There are six members of the Board excluding the Principal. The Board had held 9 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 1*

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

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	160 - 170
Benefits and Other Emoluments	1 - 5	1 - 5
Termination Benefits	-	-

#### 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	2.00	1.00
110 - 120	1.00	1.00
120 - 130	1.00	-
	<u>4.00</u>	<u>2.00</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 members, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2021 Actual	2020 Actual
Total	-	\$22,500
Number of People	-	3

#### 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 not entered into any material contract agreements.

(Capital commitments at 31 December 2020: nil)

## 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	134,734	560,325	127,744
Receivables	224,632	244,188	244,186
Investments - Term Deposits	865,745	359,937	859,937
Total Financial assets measured at amortised cost	1,225,111	1,164,450	1,231,867

### Financial liabilities measured at amortised cost

Payables	301,356	285,067	332,060
Finance Leases	39,615	7,035	65,491
Total Financial Liabilities Measured at Amortised Cost	340,971	292,102	397,551

## 22. Events After Balance Date

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



**RSM Hayes Audit**

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## Independent Auditor's Report

### To the readers of Chapel Downs Primary School's Financial statements For the year ended 31 December 2021

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

### Opinion

We have audited the financial statements of the School on pages 3 to 18, 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 Public Sector Public Benefit Entity (PBE) Standards 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 of opinion

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

### Other information

The Board of Trustees is responsible for the other information. The other information includes the statement of responsibility, board member list, analysis of variance, and kiwisport report, but does not include the financial statements, and our auditor's report thereon.

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

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

### Independence

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

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

A handwritten signature in blue ink, appearing to read 'Wayne Tukiri'.

**Wayne Tukiri**  
RSM Hayes Audit  
On behalf of the Auditor-General  
Auckland, New Zealand



**Chapel Downs**  
**Primary School**

# ANALYSIS OF VARIANCE

2021





**Chapel Downs**  
Primary School

# Achieving Together



## Learning Vision

At Chapel Downs students achieve through quality provision, leadership, teaching and learning supported by effective governance

## Community Vision

At Chapel Downs students achieve through strong engagement with our community



Select an area to comment on





# Chapel Downs School Strategic Plan 2020 - 2022



**Chapel Downs**  
Primary School

## He Mapuna te Tamaiti - Achieving Together

### Our Chapel Downs Vision

Chapel Downs' shared vision of our learner is designed to empower students to thrive in the 21st Century, for our children's future. The six learner dispositions are a combination of skills, attitudes, values and knowledge that our learning community have identified as being essential. Our students need an up-to-date curriculum that reflects not only the knowledge and skills needed for the future, but also the best teaching strategies and learning theories. The community consultation undertaken in recent years, reinforced the need for vision and direction in developing students who are life long learners. These 21st Century learner dispositions are reflected in the Ministry of Education's NZ curriculum with the five key competencies being integral to the way students learn and teachers teach.

### Our School Reflects Cultural Diversity by:

- Respecting and valuing all cultures within our multicultural community.
- Providing learning support for our students with Non-English Speaking Backgrounds.
- Working to achieve key goals 'Pasifika Education Plan' 2030 Vision Improving Education outcomes for Pacific Learners ERO Report 2014.
- Including bicultural and multicultural aspects within the curriculum.
- Acknowledging and utilising local human resources within lesson planning.

## Our Dispositions



Communicator



Investigator



Perseverance



Respect



Self-Manager



Teamwork



# Chapel Downs School Strategic Plan 2020 - 2022

**He Mapuna te Tamaiti - Achieving Together**



**Chapel Downs  
Primary School**

## Strategic Goals

### Wellbeing *Hauora*

#### Initiatives

Providing an environment where every learner/ākonga feels safe (physically and emotionally), appreciated and included for who they are, including their identity, language and culture, and learning needs.

Providing a strong welcoming environment where staff and the community all feel welcome and supported.

We care, nurture and then educate.

### Partnership *Kotahitanga*

#### Initiatives

Including family and whanau as partners central to the learning and achievement of every learner/ākonga.

Ensuring financial and other barriers for learner/ākonga and their family/whanau do not prevent equitable access to teaching, learning and participation in school life.

Working together with our multicultural community, valuing and respecting all cultures.

### Student Learning and Achievement *Ako*

#### Initiatives

Accelerating learning for all by providing a high quality, inclusive and engaging curriculum.

NZC key competencies are delivered through the Chapel Downs Learner Dispositions.

Using an Inquiry based approach to learning enables learner/ākonga to demonstrate a high level of proficiency of the Chapel Downs Dispositions across all areas of school life and beyond.

Integrating digital fluency and creative uses of technology.

## Our Dispositions



Communicator



Investigator



Perseverance



Respect



Self-Manager



Teamwork



# Chapel Downs School Strategic Plan 2020 - 2022

**He Mapuna te Tamaiti - Achieving Together**



**Chapel Downs  
Primary School**

## Strategic Goals

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Using an Inquiry based approach to learning enables learner/ākonga to demonstrate a high level of proficiency of the Chapel Downs Dispositions across all areas of school life and beyond.

Integrating digital fluency and creative uses of technology.

## Our Dispositions





# Chapel Downs School

## Strategic Goal

### Wellbeing - *Hauora*

**1** 2020 - 2022



**Chapel Downs**  
Primary School

#### Initiatives

#### Outcomes

**Providing an environment where every learner/ākonga feels safe (physically and emotionally), appreciated and included for who they are, including their identity, language and culture, and learning needs.**

**Providing a strong welcoming environment where staff and the community all feel welcome and supported.**

**We care, nurture and then educate.**

**2020**

Collate and review data from student wellbeing survey  
Promote school vision and dispositions  
Community Survey 2020

**2021**

Form a common understanding of best practice throughout the school focusing on Whanaungatanga, Manaakitanga, Rangatiratanga and Kotahitanga

**2022**

Revisit best practice throughout the school focusing on Whanaungatanga, Manaakitanga, Rangatiratanga and Kotahitanga

Staff PLD

Community Events

Staff PLD

Community Events

Staff PLD

Community Events

Care, nurture and then educate

Care, nurture and then educate

Care, nurture and then educate



# Chapel Downs School

## Strategic Goal

### Wellbeing - *Hauora*

1

2020 - 2022



Chapel Downs  
Primary School

#### Initiatives

Providing an environment where every learner/ākonga feels safe (physically and emotionally), appreciated and included for who they are, including their identity, language and culture, and learning needs.

Providing a strong welcoming environment where staff and the community all feel welcome and supported.

We care, nurture and then educate.

#### Outcomes

2020

Collate and review data from student wellbeing survey  
Promote school vision and dispositions  
Community Survey 2020

2021

Form a common understanding of best practice throughout the school focusing on Whanaungatanga, Manaakitanga, Rangatiratanga and Kotahitanga

2022

Revisit best practice throughout the school focusing on Whanaungatanga, Manaakitanga, Rangatiratanga and Kotahitanga

Staff PLD

Community Events

Staff PLD

Community Events

Staff PLD

Community Events

Care, nurture and then educate

Care, nurture and then educate

Care, nurture and then educate

Initiative	Actions	Owner	Resourcing	Analysis of Variance
Form a common understanding of best practice throughout the school focusing on Whanaungatanga, Manaakitanga, Rangitaranga and Kotahitanga	Well being survey - Y5/Y6 students Term 3 2021	Leadership Team		Survey was not completed due to Covid
	Awhi meetings every fortnight to discuss students whose welfare is at risk	Leadership Team		Awhi Register -reviewed weekly and Awhi meeting held every two weeks to ensure all students are families and being supported Meeting carried via zoom during lockdowns
	Monitor closely Student attendance to help learning	SENCO,Senior Leadership team	Etap annual cost \$5,300	Attendance monitored throughout the year with our priority moving to supporting the community back to school after each lockdown. Families visited throughout the year.
Providing a strong welcoming environment where staff and the community all feel welcome and supported.	Community Events including whole school assemblies, open mornings, Cultural Festival, parent teacher interviews, Prize Giving	school wide	\$1800	Most key community events were canceled due to covid restrictions
	Staff PLD	school wide		Staff were supported through zoom meeting during lockdowns, Allowing the team time with their own families Analysis of variance
	Chapel Downs School Dispositions	school wide		
	Team meetings & Friday morning meetings	school wide		The focus moved to support the team throughout covid lockdowns and ensuring the team had time to support their own families
We care, nurture and then educate.	Importance placed on Hauora and wellbeing	school wide	\$2700	An increased focus on Hauora as we support our families and team through covid Ensuring we followed covid protocol to ensure we had a safe environment. Sharing positive uplifting messages and videos Providing our student with learning resources and supporting individual families in need during lockdowns



# Chapel Downs School

## Strategic Goal 2 2020 - 2022

### Partnership - *Kotahitanga*



**Chapel Downs**  
Primary School

#### Initiatives

**Including family and whanau as partners central to the learning and achievement of every learner/ākonga.**

**Ensuring financial and other barriers for ākonga and their family/whanau do not prevent equitable access to teaching, learning and participation in school life.**

**Working together with our multicultural community, valuing and respecting all cultures.**

#### Outcomes

**2020**

Ensure parents continue to feel informed and part of student learning  
Focus on student attendance to enhance student engagement and achievement  
Community Survey 2020

**2021**

Provide strong supportive school transitions  
Review student attendance procedures to focus on early interventions

**2022**

Review early interventions for attendance  
Community Survey 2022

Participate in the MoE School Donations scheme

Provide funding for New Entrant stationery pack and review barriers for school entry  
Introduce School Lunches Programme

Review barriers for school entry and enrolling in Year 7

Community Survey 2020

Increase the level of understanding of Tikanga and Te Reo Maori through professional learning for staff

Increase the level of understanding and knowledge of Tikanga and Te Reo Maori through professional learning for staff

Initiative	Actions	Owner	Resourcing	Analysis of Variance
Provide strong supportive school transitions.  Review student attendance procedures to focus on early interventions	Community survey - March 2020 Written reports twice a year Parent teacher interviews twice a year	Board of Trustees		Both reports completed and t2 and t4 parent teacher conferences were held. New reports included feedback for parents/caregivers on disposition progressions Analysis of variance
	Meet the teacher	school wide		Event canceled due to covid
Provide funding for New Entrant stationery pack and review barriers for school entry  Introduce School Lunches Programme	Open mornings	school wide		Open morning were not held in 2021 due to level 2/3/4 covid levels
	School website	Leadership team	\$3700	School website updated and refreshed to include new calendar , vision document
	School newsletters	Leadership team	\$1300	Newsletter update to new adobe format to help showcase and celebrate learning -newsletter shared with community via website, facebook and emailed to parent and caregivers
	School Facebook page	Leadership team		Face updated daily to share success with the community and covid updates
	Awahi meetings every fortnight to discuss students whose attendance is a concern	Leadership team		Attendance Report Board of Trustees-Nov Awahi Register Update
Ensuring financial and other barriers for akonga and their family/whanau do not prevent equitable access to teaching, learning and participation in school life.	Participate in the MoE school donation scheme	Board of Trustees		\$89,740 was received through donation scheme Funding was utilised to support free stationary for new entrant to break down warriors to school entry
	Financial assistance for whanau to pay for camp	Leadership team		Camp was cancelled due covid alert level
	Providing lunches through Kids Can	Leadership		Kids Can continued to provide us with breakfast and lunch for our student
	Providing shoes through Kids Can			
Working together with our multicultural community, valuing and respecting all cultures	Community survey - March 2021	Board of Trustees		Community Feedback, Board Report delayed due to covid
	Cultural Festival 2021	School wide		Postponed due to covid alert levels
	Cultural Groups - extra curricular activities	Year 3 - Year 6 team		Pacific Island and Kapa Haka groups both performed at assembly



# Chapel Downs School

## Strategic Goal **3** 2020 - 2022

### Student Learning and Achievement - Ako



**Chapel Downs**  
Primary School

#### Initiatives

**Accelerating learning for all by providing a high quality, inclusive and engaging curriculum.**

**NZC key competencies are delivered through the Chapel Downs Learner Dispositions.**

**Using an Inquiry based approach to learning enables learner/ākonga to demonstrate a high level of proficiency of the Chapel Downs Dispositions across all areas of school life and beyond.**



**Integrating digital fluency and creative uses of technology.**

#### Outcomes

##### 2020

Achievement in mathematics across all year levels so that all students are working at or above expected levels

Accelerated progress in mathematics

Review progression of dispositions and create a rubric

Refresh our school wide inquiry model

Develop a CD digital capability progression rubric  
Staff PLD in Digital Fluency

##### 2021

Achievement in reading across all year levels so that all students are working at or above expected levels

Accelerated progress in reading

Implement progression of dispositions rubric

Use inquiry model

Implement CD digital capability progression rubric  
Consolidate learnings & practice in Digital Fluency

##### 2022

Continuing accelerated progress in Reading

Review use of dispositions rubric

Review use of inquiry model

Refresh CD digital capability progression rubric  
Embed Digital Fluency across the NZC

Initiative	Actions	Owner	Resourcing	Analysis of Variance
Accelerating learning for all by providing a high quality, inclusive and engaging curriculum.	Enhancing teacher knowledge of play based learning within the Y0/Y1 classrooms and beginning to integrate this across the curriculum.	Year 0/1 Team	\$5500 PLD	The leadership and Year 1 teaching team looked at data around oral language levels and the level of our school dispositions the new entrant students displayed on entry to our school. Through professional development and visiting schools and ECE's we investigated what would be best practise to raise these levels. We discovered that adopting a play based approach would give our students the best opportunities to enhance their oral language levels and understanding of our school dispositions.
	Teacher inquiry to accelerate learning in Mathematics	Year 2- Year 6 Team	\$6500 PLD	Leaders of Learning lead PDL in both junior and senior school through team meeting PLD . Target groups established for Y2-Y6 -data analysed see attached data analysis
	Increasing opportunities for student agency within classroom programmes	school wide	\$2000	Throughout the school we continued to develop agency with student voice with topic choice and inquiry questions
NZC key competencies are delivered through the Chapel Downs Learner Dispositions	<i>Integrate the CD Learning Dispositions and Vision as part of the daily classroom programmes.</i>	School wide	\$2000	New Vision Poster document highlights the order of priority at Chapel Downs Care/ Nurture/Educat This model was highlighted and often referred to as the team carried out duty of care for our community throughout the covid crisis.
	Leadership team to create a disposition rubric	Leadership Team	\$1000	The disposition rubric has been completed and now for the basis of planning and assessment throughout the school. The disposition rubric outline clear progression for each disposition and helps us report progress to parents throughout the year
	Collaborate within teams to further develop the disposition rubric	school wide		Ongoing review of each progression to ensure alignment and consistency throughout the school
	Learning Connect Reports to focus on dispositions	Year 0/1 Team		Our key learning connect took place around covid lockdowns to ensure the home school partnership was fostered. We children graduated from the nest each teacher would meet with the parent to discuss disposition development and future goals.
	Align reports with disposition progression rubric	Leadership team	\$2700 Etap	Disposition rubric was transferred to report comments to ensure consistency throughout the school and clearly outline stunted progress and next step to parent and caregivers
	Dispositions are included in all planning	school wide		DPs ensured dispositions formed basis for all planning
Using an Inquiry based approach to learning enables akonga to demonstrate a high level of proficiency of the Chapel Downs Dispositions across all areas of school life and beyond	School wide themes for inquiry learning	School wide	\$7000	Themes for school wide inquiry planned but struggled throughout the year with inquiry through Covid lockdowns. Focus was around Care/Nutre/Educate Analysis of variance Analysis of variance
	Collaborative planning to hook children in and motivate inquiry direction	school wide		
	Collecting student voice for inquiry learning	school wide		
	Developing understanding of the CD inquiry model	Inquiry leaders of learning	\$1200 update graphic	Inquiry leaders of learning drafted new inquiry adding addition stages Ignite- (Engage, Explore) Investigate- (Explain, Extend) inform- (Evaluate)



## KIWI SPORT REPORT 2021

Target	<ul style="list-style-type: none"><li>● Physical Education/Sports</li><li>● Kiwi Sports funding delivery</li></ul>
Action	<ul style="list-style-type: none"><li>● Run swimming programme for Years 3 to 6 in conjunction with Learn to Swim and Field of Dreams</li><li>● Run junior sports programme.<ul style="list-style-type: none"><li>- Balance Bike programme Y1-Y2</li></ul></li><li>● PALs programme</li><li>● Senior Sports programme</li><li>● Otara Sports<ul style="list-style-type: none"><li>- Touch Rugby</li><li>- Netball</li><li>- Rugby</li><li>- Soccer</li><li>- Cricket</li></ul></li></ul>
Delegation (Lead in bold)	<b>Leadership Team</b> <b>Nicole York (senior school)/</b> Sarah Marie Ward <b>Sarah Want (Junior school)</b> Counties Manukau Sports Primary Team
Analysis of Variance	<ul style="list-style-type: none"><li>● Throughout the year MoE Kiwi Sport funding \$8,787.86 based on 624 students was used to support junior and senior PE &amp; Sports programme</li><li>● Staffing was allocated to sports and PE programmes across the junior and senior teams</li><li>● Counties Manukau Sport provided support for touch rugby, rugby, soccer and netball</li><li>● The seven week Learn to Swim programme was completed in Term 1 for Y4/Y5/Y6 and Term 4 for Y3, 2021</li></ul>