

Conifer Grove School

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

Ministry Number:	1255
Principal:	Raj Dullabh
School Address:	19 Evanda Crescent, Conifer Grove, Takanini 2112
School Postal Address:	19 Evanda Crescent, Conifer Grove, Takanini 2112
School Phone:	09 299 7490 extn 203
School Email:	sandrar@cgschool.ac.nz
Accountant / Service Provider:	School Finance Hub

Conifer Grove School

Members of the Board of Trustees

For the year ended 31 December 2021

Name	Position	How Position Gained	Occupation	Term Expired/Expires
Raj Dullabh	Principal	Appointed Nov 2017	Principal	
Fleur Hohaia Rollinson	Presiding Member	Elected June 2019		April 2022
Kirsty Rihari	Treasurer	Elected June 2019		April 2022
Kim Anketell	Parent Rep	Elected June 2019	Teacher RTLB	April 2022
Warren Rakena	Parent Rep	Elected June 2019	Detective	April 2022
Matthew Williams	Parent Rep	Elected June 2019	Principal	April 2022
Aman Virk	Staff Rep	Elected March 2021	Teacher	April 2022

Conifer Grove School

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Conifer Grove 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.

Fleur Hohaia-Rollinson

Full Name of Presiding Member

Sher

Signature of Presiding Member

30 May 2022

Date:

Raj Dullabh

Full Name of Principal

[Signature]

Signature of Principal

30th May 2022

Date:

Conifer Grove School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue				
Government Grants	2	4,383,436	4,310,894	4,383,923
Locally Raised Funds	3	51,826	28,155	47,628
Interest Income		3,335	4,000	7,722
		<u>4,438,597</u>	<u>4,343,049</u>	<u>4,439,273</u>
Expenses				
Locally Raised Funds	3	22,597	52,545	27,164
Learning Resources	4	3,143,530	2,825,685	2,765,832
Administration	5	242,146	233,830	214,497
Finance		5,895	4,000	5,368
Property	6	961,516	1,226,761	1,236,793
Depreciation	11	100,275	100,000	87,430
Loss on Disposal of Property, Plant and Equipment		766	-	613
		<u>4,476,725</u>	<u>4,442,821</u>	<u>4,337,697</u>
Net Surplus / (Deficit) for the year		(38,128)	(99,772)	101,576
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>(38,128)</u></u>	<u><u>(99,772)</u></u>	<u><u>101,576</u></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.

Conifer Grove 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		1,163,934	1,163,934	1,052,331
Total comprehensive revenue and expense for the year		(38,128)	(99,772)	101,576
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant		-	-	10,027
Equity at 31 December		1,125,806	1,064,162	1,163,934

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.

Conifer Grove 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	254,809	320,684	337,424
Accounts Receivable	8	221,552	200,500	206,688
GST Receivable		12,052	5,000	22,146
Prepayments		19,966	18,000	18,191
Inventories	9	6,045	7,500	7,246
Investments	10	209,282	-	407,386
		<u>723,706</u>	<u>551,684</u>	<u>999,081</u>
Current Liabilities				
Accounts Payable	12	242,445	222,000	287,485
Revenue Received in Advance	13	29,111	-	40,644
Provision for Cyclical Maintenance	14	33,637	48,000	48,000
Finance Lease Liability	15	11,371	19,000	19,342
Funds held for Capital Works Projects	16	-	-	165,954
		<u>316,564</u>	<u>289,000</u>	<u>561,425</u>
Working Capital Surplus/(Deficit)		407,142	262,684	437,656
Non-current Assets				
Property, Plant and Equipment	11	808,507	873,478	798,948
		<u>808,507</u>	<u>873,478</u>	<u>798,948</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	69,244	40,000	40,700
Finance Lease Liability	15	20,599	32,000	31,970
		<u>89,843</u>	<u>72,000</u>	<u>72,670</u>
Net Assets		<u>1,125,806</u>	<u>1,064,162</u>	<u>1,163,934</u>
Equity		<u>1,125,806</u>	<u>1,064,162</u>	<u>1,163,934</u>

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

Conifer Grove School Statement of Cash Flows

For the year ended 31 December 2021

	Note	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash flows from Operating Activities				
Government Grants		1,147,476	958,418	1,043,981
Locally Raised Funds		41,794	28,155	46,099
Goods and Services Tax (net)		10,094	-	14,423
Payments to Employees		(737,299)	(476,000)	(452,776)
Payments to Suppliers		(399,946)	(410,573)	(491,955)
Interest Paid		(5,895)	(4,000)	(5,368)
Interest Received		4,526	4,000	8,735
Net cash from/(to) Operating Activities		60,750	100,000	163,139
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		(766)	-	(85,655)
Purchase of Property Plant & Equipment (and Intangibles)		(110,850)	(100,000)	(157,524)
Proceeds from Sale of Investments		198,104	-	-
Net cash from/(to) Investing Activities		86,488	(100,000)	(243,179)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	10,027
Finance Lease Payments		(11,562)	-	(18,506)
Funds Administered on Behalf of Third Parties		(218,291)	-	165,954
Net cash from/(to) Financing Activities		(229,853)	-	157,475
Net increase/(decrease) in cash and cash equivalents		(82,615)	-	77,435
Cash and cash equivalents at the beginning of the year	7	337,424	320,684	259,989
Cash and cash equivalents at the end of the year	7	254,809	320,684	337,424

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.

Conifer Grove School

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

a) Reporting Entity

Conifer Grove 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 14.

Useful lives of property, plant and equipment

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

Conifer Grove School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2021

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.

Conifer Grove School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2021

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) 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.

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Buildings	50 years
Furniture and equipment	3-18 years
Information and communication technology	3-5 years
Leased assets held under a Finance Lease	3 years
Library resources	12.5% Diminishing value

Conifer Grove School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2021

k) Impairment of property, plant, and equipment

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

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

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

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

l) Accounts Payable

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

m) Employee Entitlements

Short-term employee entitlements

Employee 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.

n) Revenue Received in Advance

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

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

o) Provision for Cyclical Maintenance

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

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

Conifer Grove School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2021

p) Financial Instruments

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

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

The School's financial liabilities comprise accounts payable 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.

q) 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.

r) Budget Figures

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

s) 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.

Conifer Grove School

Notes to Financial Statements (cont'd)

For the year ended 31 December 2021

2. Government Grants

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Operational Grants	893,534	830,700	870,422
Teachers' Salaries Grants	2,456,829	2,307,855	2,310,629
Use of Land and Buildings Grants	771,036	1,044,621	1,044,621
Other MoE Grants	262,037	127,718	158,251
	<u>4,383,436</u>	<u>4,310,894</u>	<u>4,383,923</u>

The school has opted in to the donations scheme for this year. Total amount received was \$74,450.

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	22,755	-	11,130
Curriculum related Activities - Purchase of goods and services	27,450	28,155	32,537
Trading	1,621	-	3,577
Fundraising & Community Grants	-	-	384
	<u>51,826</u>	<u>28,155</u>	<u>47,628</u>
Expenses			
Extra Curricular Activities Costs	20,560	52,545	24,726
Trading	2,037	-	2,438
	<u>22,597</u>	<u>52,545</u>	<u>27,164</u>
<i>Surplus / (Deficit) for the year Locally Raised Funds</i>	<u>29,229</u>	<u>(24,390)</u>	<u>20,464</u>

4. Learning Resources

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Curricular	71,391	113,530	39,993
Equipment Repairs	6,637	4,500	17,916
Information and Communication Technology	7,191	6,000	5,949
Library Resources	5,816	5,900	4,626
Employee Benefits - Salaries	2,986,781	2,603,755	2,582,472
Staff Development	65,714	92,000	114,876
	<u>3,143,530</u>	<u>2,825,685</u>	<u>2,765,832</u>

Conifer Grove School

Notes to Financial Statements (cont'd)

For the year ended 31 December 2021

5. Administration

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Audit Fee	6,800	6,800	6,810
Board Fees	2,870	3,200	2,690
Board Expenses	5,535	12,530	8,405
Communication	13,035	6,300	6,933
Consumables	6,099	7,050	7,898
Other	48,304	47,850	31,066
Employee Benefits - Salaries	143,392	134,100	136,448
Insurance	8,815	10,000	8,571
Service Providers, Contractors and Consultancy	7,296	6,000	5,676
	<u>242,146</u>	<u>233,830</u>	<u>214,497</u>

6. Property

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Caretaking and Cleaning Consumables	7,647	8,200	8,987
Consultancy and Contract Services	63,601	60,000	60,289
Cyclical Maintenance Provision	37,931	23,000	29,483
Grounds	5,744	3,250	4,137
Heat, Light and Water	23,720	26,500	27,472
Repairs and Maintenance	6,041	15,190	16,023
Use of Land and Buildings	771,036	1,044,621	1,044,621
Employee Benefits - Salaries	45,796	46,000	45,781
	<u>961,516</u>	<u>1,226,761</u>	<u>1,236,793</u>

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 Accounts	54,399	20,684	287,424
Short-term Bank Deposits	200,410	300,000	50,000
Cash and cash equivalents for Statement of Cash Flows	<u>254,809</u>	<u>320,684</u>	<u>337,424</u>

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

Conifer Grove School

Notes to Financial Statements (cont'd)

For the year ended 31 December 2021

8. Accounts Receivable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Receivables	11,557	-	12,743
Interest Receivable	343	500	518
Teacher Salaries Grant Receivable	209,652	200,000	193,427
	<u>221,552</u>	<u>200,500</u>	<u>206,688</u>
Receivables from Exchange Transactions	11,900	500	13,261
Receivables from Non-Exchange Transactions	209,652	200,000	193,427
	<u>221,552</u>	<u>200,500</u>	<u>206,688</u>

9. Inventories

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Stationery	-	-	302
School Uniforms	6,045	7,500	6,944
	<u>6,045</u>	<u>7,500</u>	<u>7,246</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	209,282	-	407,386
	<u>209,282</u>	<u>-</u>	<u>407,386</u>
Total Investments			

Conifer Grove School

Notes to Financial Statements (cont'd)

For the year ended 31 December 2021

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2021	\$	\$	\$	\$	\$	\$
Buildings	393,736	-	-	-	(10,821)	382,915
Furniture and Equipment	234,581	60,294	2	-	(28,583)	266,294
Information and Communication Technology	99,054	42,916	(2)	-	(35,222)	106,746
Leased Assets	52,102	-	-	-	(21,268)	30,834
Library Resources	19,475	7,640	(1,016)	-	(4,381)	21,718
Balance at 31 December 2021	798,948	110,850	(1,016)	-	(100,275)	808,507

The net carrying value of equipment held under a finance lease is \$30,834 (2020: \$52,102)

	2021	2021	2021	2020	2020	2020
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	541,058	(158,143)	382,915	541,058	(147,322)	393,736
Furniture and Equipment	638,579	(372,285)	266,294	578,285	(343,704)	234,581
Information and Communication Technology	495,654	(388,908)	106,746	455,376	(356,322)	99,054
Leased Assets	172,760	(141,926)	30,834	172,760	(120,658)	52,102
Library Resources	124,501	(102,783)	21,718	123,291	(103,816)	19,475
Balance at 31 December	1,972,552	(1,164,045)	808,507	1,870,770	(1,071,822)	798,948

12. Accounts Payable

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	31,647	5,000	74,743
Accruals	6,800	7,000	6,810
Employee Entitlements - Salaries	194,954	200,000	195,209
Employee Entitlements - Leave Accrual	9,044	10,000	10,723
	242,445	222,000	287,485

Payables for Exchange Transactions	242,445	222,000	287,485
	242,445	222,000	287,485

The carrying value of payables approximates their fair value.

Conifer Grove School

Notes to Financial Statements (cont'd)

For the year ended 31 December 2021

13. Revenue Received in Advance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Grants in Advance - Ministry	11,099	-	11,414
Other	18,012	-	29,230
	<u>29,111</u>	<u>-</u>	<u>40,644</u>

14. Provision for Cyclical Maintenance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Provision at the Start of the Year	88,700	88,700	118,817
Increase / (decrease) to the Provision During the Year	37,931	23,000	29,483
Use of the Provision During the Year	(23,750)	(23,700)	(59,600)
Provision at the End of the Year	<u>102,881</u>	<u>88,000</u>	<u>88,700</u>
Cyclical Maintenance - Current	33,637	48,000	48,000
Cyclical Maintenance - Term	69,244	40,000	40,700
	<u>102,881</u>	<u>88,000</u>	<u>88,700</u>

15. Finance Lease Liability

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
No Later than One Year	14,452	26,000	19,342
Later than One Year and no Later than Five Years	31,057	35,000	49,374
Future Finance Charges	(13,539)	(10,000)	(17,404)
	<u>31,970</u>	<u>51,000</u>	<u>51,312</u>
Represented by			
Finance lease liability - Current	11,371	19,000	19,342
Finance lease liability - Term	20,599	32,000	31,970
	<u>31,970</u>	<u>51,000</u>	<u>51,312</u>

Conifer Grove School

Notes to Financial Statements (cont'd)

For the year ended 31 December 2021

16. 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 \$
MOE Block 12 Refurb		(19,914)	19,914	-	-	-
SIPS		192,374	6,380	(198,754)	-	-
Block 1 Refurb		(6,506)	464,690	(458,184)	-	-
Totals		165,954	490,984	(656,938)	-	-

	2020	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
MOE Block 12 Refurb		-	-	19,914	-	(19,914)
SIPS		-	330,561	138,187	-	192,374
Block 1 Refurb		-	-	6,506	-	(6,506)
Totals		-	330,561	164,607	-	165,954

17. 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.

Conifer Grove School

Notes to Financial Statements (cont'd)

For the year ended 31 December 2021

18. Remuneration

Key management personnel compensation

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

	2021	2020
	Actual	Actual
	\$	\$
<i>Board Members</i> Remuneration	2,870	2,690
<i>Leadership Team</i> Remuneration	473,890	363,327
Full-time equivalent members	4	3
	<u>476,760</u>	<u>366,017</u>
Total key management personnel remuneration		

There are six members of the Board excluding the Principal. The Board had held nine 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:	150-160	140-150
Salary and Other Payments	1-5	1-5
Benefits and Other Emoluments	-	-
Termination Benefits		

Other Employees

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

Remuneration	2021	2020
\$000	FTE Number	FTE Number
110-120	2.00	0.00
100-110	2.00	2.00
	<u>4.00</u>	<u>2.00</u>

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

19. 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	2020
	Actual	Actual
Total	-	\$4,000
Number of People	-	1



Conifer Grove School

Notes to Financial Statements (cont'd)

For the year ended 31 December 2021

20. 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.

21. Commitments

(a) Capital Commitments

As at 31 December 2021 the Board has not entered into contract agreements for capital works.

Capital commitments at 31 December 2020:

\$464,690 contract for Block 1 Refurbishment to be completed in 2021 which will be fully funded by the Ministry. \$6,506 has been spent on the project to date. This project has been approved by the Ministry.

\$367,290 contract for SIP project to be completed in 2021, which will be fully funded by the Ministry of Education. \$330,561 has been received and of which \$138,187 has been spent on the project to balance date. This project has been approved by the Ministry.

22. Financial Instruments

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

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Financial assets measured at amortised cost			
Cash and Cash Equivalents	254,809	320,684	337,424
Receivables	221,552	200,500	206,688
Investments - Term Deposits	209,282	-	407,386
Total Financial assets measured at amortised cost	685,643	521,184	951,498
Financial liabilities measured at amortised cost			
Payables	242,445	222,000	287,485
Finance Leases	31,970	51,000	51,312
Total Financial liabilities measured at amortised cost	274,415	273,000	338,797

23. 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 Conifer Grove School's Financial statements For the year ended 31 December 2021

The Auditor-General is the auditor of Conifer Grove School (the School). The Auditor-General has appointed me, Brendon Foy, 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 2 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 30 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, kiwisport report, and principal's 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 Conifer Grove School.

A handwritten signature in blue ink, appearing to read 'Brendon Foy'.

Brendon Foy
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand

Analysis of Variance Reporting



**Conifer Grove
School.**

Padding the Waka Together to Reach New Horizons
He waka eke noa ki te pae tawhiti

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School Name:	Conifer Grove School	School Number:	1255
Strategic Aim:	Targets set for Reading, Writing and Mathematics. School-wide focus on raising and accelerating progress in writing		
Annual Aim:	Targets set for Reading, Writing and Mathematics. School-wide focus on raising writing achievement. To develop a CGS way of teaching writing.		
Target:	Please revert to Appendix attached		
Baseline Data:	Please revert to the appendix attached		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>As a school, we looked to have a school-wide approach to accelerating writing. We engaged with the Education Group and use Lizzie to work with all staff to establish a Conifer Grove School way of measuring Writing by creating our own progressions by using the e-asTTle rubrics and the Literacy Learning Progressions (LLP) this was a \$13,000 investment</p> <p>The PLD sessions indicated that we would need to lift teacher capability in the area of writing. Teams targeted a more learning-based approach to their meetings including; unpacking the LLP'a and the writing rubrics.</p> <p>Teams looked at effective practice that can support acceleration and progress for these targetted students.</p>	<p>In the first half of the year, there was a greater emphasis on the development of a learning culture in the teams. The use of the Dylan Williams Model of introducing new learning supported Team Leaders to lead learning in their teams for greater effect and more consistency in practice.</p> <p>A deeper understanding of where students were in their learning and what their next steps</p> <p>August (Lockdown) - bought on a new set of challenges however teams adapted, pivoted and became more agile in their delivery of the writing curriculum. Some teams adopted a collaborative approach to writing where groups of students engaged in writing narratives together. Online</p>	<p>The main reason for any variance was the basis that we were in lockdown. However, teams still focused on engagement of students in writing</p> <p>You might like to consider the following questions:</p> <p>We did not get the outcomes as we would have liked to as the face to face interactions for that explicit teaching was not able to be consistent in 2021</p> <p>strategies that were effective and had the greatest impact was that the learning focussed meetings in teams that put our target students in the spotlight. There was more of a collective approach that supported teams to have a greater focus on the acceleration of student progress. This would need to develop further as not all</p>	<p>An increase in building the capability of our Middle Leaders to lead learning in their teams</p> <p>Development - What impact is there on current and ongoing teaching practice as a result of the actions taken and the results?</p> <p>We have identified that many of our students require an acceleration in progress towards their Reading and Writing. The writing data has identified significant shortfalls in the basic understanding of words/sounds. We have trailed Structured Literacy in 2021 in a Year 3-4 capacity and have seen a significant gain in those students engaging with the structured literacy approach.</p> <p>Structured Literacy will require a significant investment in</p>

the Adoption of effective practice that is related to leading learning work co-constructed with all middle leaders

ERO - evaluative cycle used with SLT (Senior Leadership), TL (Team Leaders) and IL's (Initiative Leaders) WIS (within School Leaders) look more closely at how we choose target students, what a year's progress looks like in writing, what is CGS's definition of acceleration. This work needs to continue in 2022.

assembled led by students also developed writing skills to a specific audience.

teams are working in a coherent way.

Although we felt that all the elements in our approach to changing student achievement were in place in 2021. We were unable to execute this in a consistent way due to COVID - 19 restrictions. Instead, we needed to pivot, adapt and change our approach to looking after our community and check in on their well-being, including our teaching staff.

resourcing and PLD the school has already invested \$25,000 and will look to resource further in 2022. This has full support from the BOT

August Lockdown

Distance Learning:

Transition to distance learning was smoother from lessons learnt in 2020. Teachers and teams were well prepared and distance learning was up and running the day after the August announcement. A greater focus on online face to face sessions that were targeted at more explicit teaching practices was evident throughout the teams, teachers feedback that they enjoy the online sessions with students and this gave them more connections with their akonga. We were also proactive in the distribution of hard packs below is the breakdown of online engagement and hard packs at Conifer Grove School. This data suggests that our community preferred to have a blended model for distance learning. Conversations with Whānau informed us that in many cases parents need the devices for their own work and that the hard packs and devices were suitable for a majority of our whānau.

Whilst we still had a focus on writing this was proven to be difficult with our direct face to face interactions. Teachers still engaged in explicit teaching google meets. However, there was a greater need to connect to support student progress.

Number of Students Accessing Online Learning, Hard Packs or Neither Platform				
Totals	Online	Hard Pack	Neither	Total Students
Timata	61%	79%	2%	159
Haemata	73%	59%	1%	146
Whanake	75%	59%	0%	141
Kotahitanga	62%	61%	0%	77
Whole School	358 68%	341 65%	3 1%	523

Senior Leadership Team

Continued to organise the distribution of hard packs and looked to personalise the packs at levels that the students were attaining in Reading, Writing and Mathematics. Working on systems towards Alert Level 3. The SLT looked at ways to be creative in reporting to parents in term 4, whilst still meeting the NAG 2 requirements. We recognise the need to be different under the current climate. The team still reported on Reading, Writing, Mathematics and Conceptual Curriculum. A greater emphasis was put on communicating with whānau around the Key Competencies. We were also mindful that rewarding online participation and or comparing to hardpack distant learning was not an equitable measure. We looked to see what whānau noticed about their tamariki during the lockdown period. This also incorporated a more co-construction of reports with whānau and teachers, which strengthened learning relationships in our community.

Team leaders: Continue to support teams with online learning by working and coordinating online learning guidelines. In the duration of lockdown, they developed a greater focus on writing and conceptual. We wanted to make sure the community is getting similar experiences in all teams - the online guidelines created brought greater coherence through the school.

Planning for next year:

Based on the variance will be looked to incorporate Structured Literacy as the trial in Year 3 & 4 class showed positive progress (acceleration) in 2021. This has also been evident when working with students with Learning Difficulties i.e. Dyslexia, audio processing. This will be an initial focus for 2022 in Years 0-4, The Code will also run school-wide. This culminates with the development of our Conceptualised Curriculum where we teach students how to think not what to think. Where students are constructing their understanding of the world around them with their own personal hook as the building blocks to their deeper understanding of an overarching big understanding, whilst giving our students the breadth of the curriculum using different contexts from different learning areas. We will continue to unpack our processes in identifying the target (spotlight students at Conifer Grove School) and defining a year's progress and acceleration. This is part of the Evaluation the senior leadership team is currently working through.

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"Paddling the Waka Together to Reach New Horizons "

Annual Report Overview 2021

2021 we began the year with a focus on the school's vision of He Waka Eke Noa, Ki Te Pae Tawhiti - Paddling the waka together to reach new horizons. Staff explored the local environment and discussed the landmarks that were pertinent to the school's Pepeha. This vision is reflective of the surroundings of Conifer Grove using the natural Pahurehure Inlet as an inspiration, but also reflecting the journey that Conifer Grove School has been on in recent years. We as a school want to continue reaching new horizons to further improve as we continue our journey in this ever-changing educational landscape.

The 2021 Board of Trustees strengthened its position in driving change in the school. We are very fortunate to have a high calibre of community members that are part of the Board; Fleur Hohaia-Rollinson- Board Chair, Kim Anketell - Deputy Chair, Kirsty Rihari - Finance, Warren Rakena - Health & Safety, Matthew Williams - Property, these members have looked to serve the community and to continually improve our school. I would like to take this opportunity to thank Fleur and the Board for their continuous support and for a year that posed some very different challenges. I would like to thank Matthew Williams for his brief service to the BOT as he stood down from this position at the end of 2021.

2021 saw new challenges face our school community. We had to adapt and evolve as a school and community with a COVID-19 outbreak and lockdowns. What we saw was great resilience from our students, community and staff by trying their best to make opportunities for learning during this time.

The school was able to learn from 2020 and pivoted well in the transition from school to online learning, we were able to have programmes up and running the next day. Our tamariki and whānau were able to access learning. The adaptation of reporting to parents at the end of term saw the strengthening of the parent, teacher and student relationships. We were able to co-construct a report by having parent, student and teacher voices. The feedback from the community on how this was adapted was very positive.

2021 was a successful year with a particular focus on the development of key competencies and developing future-focused skills like collaboration. The strategic plan saw the focus on the development of our local curriculum (Conceptual Curriculum) This has been the main catalyst to bringing coherence through the school, in particular Timata, Haemata, Whanake and Kotahitanga working more closely together. The school trialled Structured Literacy with great success and will look to fund this in 2022 with both Timata and Haemata teams.

Our professional learning development (PLD) for 2021 saw all staff continue to engage in the development of our local curriculum. The school received its second PLD funding through Ministry centralised PLD in March, this funding supported the change and development of our curriculum, to a local Conifer Grove School Curriculum with an emphasis on learning conceptually to deepen students' understanding of the world around them. The PLD involved our facilitator Kate Brown who worked with the Senior and middle leadership to begin the teaching of the conceptual curriculum. This PLD has continued with all staff and teams planning their contexts collaboratively. In 2022 we

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will expect to see this curriculum embedded at the school to provide authentic learning opportunities with our four conceptual understandings.

The school had planned more specific work on culturally responsive practices.

Timata Team leader

PB4L The school has begun to re-brand and redevelop PB4L practices in 2020. The initiative Being Inclusive Team from the strategic plan worked on redeveloping our behaviour monitoring tool and renamed and revamped it to Hauora - This looked at the more holistic approach to supporting our students. With the migration to HERO (school SMS) the school has initiated a move to progressional reporting staff who have been involved in unpacking the Literacy Learning Progressions and creating the child speak versions so our students and parents can access more live reporting the process will roll out in 2021-22. In 2021 the school will have a focus on writing to develop these practices.

Teaching and Learning

An overall goal of 'seeing' the child as a whole – with a focus on developing a more active and engaging learner through the conceptual understanding of identity was the curriculum landscape in 2021. Teams targeted student achievement in writing and this saw some favourable results, however, we continue to focus on student achievement in 2022 with a targeted aspiration for the school. This was done by Matching student engagement of student achievement with a clear focus on Reading to accelerate student progress. School-wide data analysis has indicated that we will need to focus on writing PLD this will also correlate with our Kahui Ako's Achievement Challenge.

2021 has seen some excellent individual and personal academic achievements. The less measurable achievements of Personal Growth – confidence, leadership and pride in achievements have been outstanding throughout the school. However, our students were unable to shine and show their talents in a more local context with many events cancelled due to the COVID-19 outbreak and subsequent lockdowns.

Special Education Needs

In 2021 the SENCo was tagged to an Associate Principals resourcing utilised for our Special Education Needs students' with the employment of an additional 5 teaching Assistants. The school also used its SEG to resource programmes such as Lego Therapy and PMP. Teacher Aides to assist with these programmes and classroom programmes. The school is fortunate to have a full-time commitment to the SENCo role and must continue to do this for our students.

The professional expectations as a result of the Teacher Aide Pay Equity and the new matrix as part of the new Teacher Aide collective agreement have supported a more professional pathway for our Teaching Aides whilst also paying our teacher aides accordingly for their work.

Student Leaders

2021 leaders took a major role in school programs. Our Kaiarahi adapted to their roles and displayed genuine leadership with their contributions to the organisations of whānau groups assemblies and connecting with students from the juniors by providing

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activities to complete for whānau points. We were able to celebrate our Kaiarahi in our with a small outside prize-giving

Engaging School and Community

In 2021 we continued to build relationships with our community. During the lockdown, the SLT was able to distribute hard pack learning material for our students on three occasions. Our staff continued to build learning partnerships with whānau through online learning and connecting using google meets.

Kaiarahi i te reo Māori/Teacher's Assistant Role

In 2020 we continued Matua Herbs e role as Kaiarahi i te reo Maori. This role was to establish to;

- Demonstrate and implement CGS's commitment to te Tiriti o Waitangi
- Promote Māori language and Tikanga to all CGS staff/students/community as New Zealanders
- Encourage its use as widely as possible
- Normalise te reo Māori as part of the cultural landscape of New Zealand
- Contribute to the growth of the Māori language as a living language
- Develop and promote positive attitudes to our indigenous language

This role has been warmly received by students, staff and the community. We will look to continue this role in 2021 and build on its successes.

We also continued Powhiri and Poroporoaki to welcome and farewell students, community and staff. The 2021 focus is to weave a relationship with Te Akitai, our local Hapu and to develop the Te Akitai way and to use and promote our local Hapu's Tikanga; this will be a strategic goal for 2021.

Te Ara Hou

Further development of the highly successful Kapa Haka group Te Ara Hou – continued to split into Junior and Senior. Our Roopu Tuakana (Senior Kapa Haka) continue their practices during class time. This was highly successful The group has had more support from staff and they have continued to build stronger and stronger over the years.

Thank you to Matua Herb, Fleur Hohaia-Rollinson our community liaisons and our staff for your support.

Breakfast Club - "The Breakfast Club" continued during 2021 and still is a great success where senior students assist and serve the younger members. This brings a great opportunity for the Tuakana teina relationships to develop among our students. It's a great place to socialise and fuel the body and mind for a day of learning.

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Professional Development for Staff

As mentioned above the school received PLD funding to further develop the conceptual curriculum, through the Ministry centralised PLD in March. This funding saw the school continue its journey into the development of a local Conifer Grove School Curriculum. With a focus on learning being conceptual to deepen students' understanding of the world around them, this involved PLD with the Leadership Team (Team Leaders) and the Senior Leadership Team. 2022 saw this PLD focus on classroom practice and using the conceptual understanding that "Our identity is shaped by our relationships, the environment and connections. We engaged with the Education Group to develop our school's progressions with writing.

Property

The 5YA - project to upgrade rooms 1-6 began at the end of 2020 and completion during Term 1 2021. The school also commissioned the construction of a canopy using our SIP money, completion was in early term 1 of 2021. The work relating to the new two-storey 8 classroom build is scheduled to begin at the end of 2021 and the handover is expected to be completed in December 2023.

Legislation and Charter

All deadlines met – MOE requirements

The Principal and Board of Trustees would like to recognise the excellent work from all Staff and BOT members throughout the year, and also the Admin Staff, Executive Officer and BOT Financial spokesperson for the competent and efficient management of financial systems.

Thank you also to PTA, Parent Community and of course our students – for their enthusiasm, engagement and positivity towards learning. The schools wish to acknowledge the donation from the PTA and thank them for their hard work and dedication to the students at this school by helping to ensure our students have extra opportunities and resources.

Raj Dullabh

PRINCIPAL

Conifer Grove School



Statement of resources

The school has had a year without major building or upgrading and has been able to focus on maintenance and other areas. We begin the start of the 5-year plan of our 10-year plan.

- We have developed a cyclical maintenance/painting schedule and with assistance from Project Manager Steve Waters, to cover ongoing school

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external and internal painting. Much of this is being completed by an outside contractor.

- The school was externally painted
- Ongoing maintenance continued through the year. Some roofing needed to be mended. Hazards and issues are identified- repaired and replaced throughout the year.

TEACHING RESOURCES

Within changes in the staffing resources and donations to the school from PTA and Mr Rumney's estate and through budgeting we were able to assist in the resourcing, Library Books / Teachers Resources and Equipment / Sports Equipment / Musical Equipment and IT Equipment were bought and replaced to ensure Teacher and pupils' needs were met. Physical Education and Art equipment were purchased throughout the year.

Other purchases were:

- Purchase of interactive boards for Rooms 1-6
- Purchase of TV's for classrooms to replace old projectors
- Furniture upgrade in all classrooms.
- Chromebooks for the Rumney Knowledge Centre
- Laptops for teachers-leases continue

STAFFING RESOURCES

Using CRT and BOT funded staffing, Art's Specialist programme was utilised by using a current teacher to pursue a passion project and support CRT for the school. We have also provided extra TA support staff in rooms with other support funded through the SEG grant. Teacher Aides were employed to implement various Special Needs, Steps Literacy, ESOL, and Learning support programmes like Lego Therapy. The Board of Trustees funded an extra Teacher due to the distribution of students across year levels and for Team release - for middle leaders

All staff took part in a wide range of professional development and induction training throughout the year. Provisionally Registered teachers completed the PRT courses for new teachers in the Papakura Cluster area. This was delayed somewhat due to the lockdown. We will continue to resource PLD in 2022

The whole staff took part in PLD in the development of Local Curriculum (Conceptual), Longworth Play-based Learning PLD, and PB4L Professional Development. On-going staff professional development with the new SMS system.

The PTA was fantastic in school events such as Disco's, (Halloween) The PTA contributed to much-needed sports equipment –donated across to the school this will continue to resource the school in sports equipment.

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2021 Kiwi Sport Funding

Opening Balance 2020 \$609.59

2021 Grant - \$7592.82

Recalculation March 2021 \$154.38

Recalculation Sept 2021 -\$266.66

2021 total \$8090.13

Balance as 31st December 2021 \$2082.13 to be transferred to 2022

The school provided Kiwi Sports funds to support/ subsidised Timata, Whanake and Kotahitanga Teams in their Water Safety Programme to Massey Park Pools. This was cancelled due to lockdown and restrictions

Haemata (Year 3 & 4) was involved in their EOTC programme and used Rock Up. It was a great day for all the students.

Whanake (Year 5 & 6) was involved in their EOTC Programme and used Bigfoot Adventures Ltd.

Kotahitanga (Year 7 & 8) Camp was held at Vector Wero Whitewater Park.

This enabled students to build up their confidence and leadership skills

A total of \$609.59 remaining from 2020 is to be added to the Kiwisport Grant 2021 (\$7,592.82). These funds will be proportioned between the school's Timata, Haemata, Whanake (Counties Manukau Sport \$768) and Kotahitanga Teams. This will help subsidise the cost for students to develop their sporting skills and ensure Water Based activities are available for all year levels.

The closing balance of \$2082.13 will be rolled over into the 2022 budget. Not all of the Kiwi Sport Balance was spent due to the COVID Protection Framework under Alert Levels Red and Orange

I would like to thank the community for their support and look forward to another successful year in 2022.



Raj Dullabh
Principal
Conifer Grove School
February 2021

