

POMARIA SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

School Directory

Ministry Number:	1444
Principal:	Kevin Choromanski
School Address:	33a Pomaria Road, Henderson
School Postal Address:	33a Pomaria Road, Henderson 0610
School Phone:	09 836 4919
School Email:	office@pomaria.school.nz

Members of the Board of Trustees

Name	How Position Gained	Position	Term Expires
Annette Gage	Elected	Presiding Member	Sep-22
Elesha Thomas	Elected	Parent Representative	Sep-22
Fender Maeva	Elected	Parent Representative	Sep-22
Hayley Campbell	Elected	Staff Representative	Sep-22
Jackie Rogers	Elected	Parent Representative	Sep-22
Kevin Choromanski	Appointed	Principal	Current
Patrick Moore	Elected	Parent Representative	Sep-22

Service Provider:

Leading Edge Services (2017) Ltd, PO Box 20496, Glen Eden, Auckland

POMARIA SCHOOL

Annual Report - For the year ended 31 December 2021

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Pomaria 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.

ANNETTE GAGE

Full Name of Presiding Member



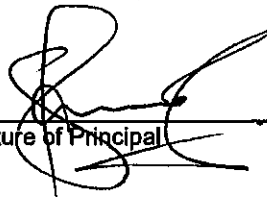
Signature of Presiding Member

27.05.2022

Date:

KEVIN CHOROMANSKI

Full Name of Principal



Signature of Principal

27.05.2022

Date:

Pomaria 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	4,798,705	4,177,281	4,608,464
Locally Raised Funds	3	92,126	78,000	75,418
Interest Income		12,733	15,000	27,608
		<u>4,903,564</u>	<u>4,270,281</u>	<u>4,711,490</u>
Expenses				
Locally Raised Funds	3	34,685	50,200	41,264
Learning Resources	4	2,885,004	2,615,259	2,608,761
Administration	5	583,504	258,544	217,816
Finance		3,081	5,000	3,113
Property	6	920,342	1,209,517	1,214,686
Depreciation	11	166,896	151,000	156,214
Loss on Disposal of Property, Plant and Equipment		1,096	-	1,962
		<u>4,594,608</u>	<u>4,289,520</u>	<u>4,243,816</u>
Net Surplus / (Deficit) for the year		308,956	(19,239)	467,674
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>308,956</u>	<u>(19,239)</u>	<u>467,674</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.

Pomaria 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	760,343	1,423,134	1,304,229
Accounts Receivable	8	192,453	195,556	195,556
GST Receivable		15,130	4,244	4,244
Prepayments		2,079	1,107	1,107
Inventories	9	16,165	18,806	18,806
Investments	10	1,851,260	717,648	1,269,601
		2,837,430	2,360,495	2,793,543
Current Liabilities				
Accounts Payable	12	247,992	213,574	213,383
Revenue Received in Advance	13	11,582	-	-
Provision for Cyclical Maintenance	14	75,134	53,714	53,714
Finance Lease Liability	15	18,916	17,373	17,373
Funds held for Capital Works Projects	16	261,422	316,419	316,419
		615,046	601,080	600,889
Working Capital Surplus/(Deficit)		2,222,384	1,759,415	2,192,654
Non-current Assets				
Property, Plant and Equipment	11	1,476,187	1,649,305	1,235,303
		1,476,187	1,649,305	1,235,303
Non-current Liabilities				
Provision for Cyclical Maintenance	14	35,014	40,983	40,983
Finance Lease Liability	15	13,749	17,698	17,698
		48,763	58,681	58,681
Net Assets		3,649,808	3,350,039	3,369,278
Equity		3,649,808	3,350,039	3,369,278

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

Pomaria 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		3,369,278	3,369,278	2,901,604
Total comprehensive revenue and expense for the year		308,956	(19,239)	467,674
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		20,542	-	-
Board Contribution to Capital Works		(48,968)	-	-
Equity at 31 December		3,649,808	3,350,039	3,369,278
Retained Earnings		3,649,808	3,350,039	3,369,278
Equity at 31 December		3,649,808	3,350,039	3,369,278

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.

Pomaria 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		1,164,241	1,567,885	1,192,822
Locally Raised Funds		110,578	115,456	77,518
Goods and Services Tax (net)		(10,886)	6,455	6,455
Payments to Employees		(433,770)	(309,057)	(355,447)
Payments to Suppliers		(311,433)	(592,671)	(315,065)
Interest Paid		(3,081)	(5,000)	(3,113)
Interest Received		14,601	20,231	28,218
Net cash from/(to) Operating Activities		530,250	803,299	631,388
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(440,421)	(323,436)	(46,586)
Purchase of Investments		(581,659)	-	(12,345)
Proceeds from Sale of Investments		-	539,608	-
Net cash from/(to) Investing Activities		(1,022,080)	216,172	(58,941)
Cash flows from Financing Activities				
Furniture and Equipment Grant		20,542	-	-
Finance Lease Payments		(17,601)	(22,486)	(22,486)
Painting contract payments		-	-	(22,292)
Funds Administered on Behalf of Third Parties		(54,997)	316,419	316,419
Net cash from/(to) Financing Activities		(52,056)	293,933	271,641
Net increase/(decrease) in cash and cash equivalents		(543,886)	1,313,404	844,088
Cash and cash equivalents at the beginning of the year	7	1,304,229	109,730	480,141
Cash and cash equivalents at the end of the year	7	760,343	1,423,134	1,304,229

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.

Pomaria School

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

a) Reporting Entity

Pomaria 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.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) 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:

Building improvements to Crown Owned Assets	40 years
Furniture and equipment	4 years
Information and communication technology	5 years
Motor vehicles	5 years
Leased assets held under a Finance Lease	3-5 years
Library resources	12.5% Diminishing value

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

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

Non cash generating assets

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

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

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

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

l) Accounts Payable

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

m) Employee Entitlements

Short-term employee entitlements

Employee 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.

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before twelve months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows.

n) Revenue Received in Advance

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

o) Provision for Cyclical Maintenance

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

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

p) Financial Instruments

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

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

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

q) Borrowings

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

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

r) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

s) Budget Figures

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

t) Services received in-kind"

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

2. Government Grants

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Operational Grants	945,727	1,000,000	974,464
Teachers' Salaries Grants	2,569,681	2,162,998	2,396,930
Use of Land and Buildings Grants	714,124	922,483	999,072
Other MoE Grants	569,173	91,800	238,558
Other Government Grants	-	-	1,440
	4,798,705	4,177,281	4,608,464

The school has opted in to the donations scheme for this year. Total amount received was \$79,800.

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	986	13,000	2,023
Fees for Extra Curricular Activities	2,865	10,500	1,316
Trading	47,877	51,500	59,041
Fundraising & Community Grants	40,598	3,000	13,038
	92,126	78,000	75,418
Expenses			
Extra Curricular Activities Costs	5,905	7,700	5,597
Trading	28,563	42,000	34,201
Fundraising and Community Grant Costs	217	500	1,466
	34,685	50,200	41,264
Surplus/ (Deficit) for the year Locally raised funds	57,441	27,800	34,154

4. Learning Resources

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Curricular	53,398	90,300	36,751
Equipment Repairs	443	3,000	809
Library Resources	1,001	3,000	652
Employee Benefits - Salaries	2,817,955	2,462,959	2,565,351
Staff Development	12,207	56,000	5,198
	2,885,004	2,615,259	2,608,761

5. Administration

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Audit Fee	7,430	6,700	5,880
Board Fees	3,660	6,000	5,910
Board Expenses	11,581	13,500	2,652
Healthy Lunch Programme	350,659	-	-
Communication	6,021	6,700	5,251
Consumables	37,095	50,600	35,977
Operating Lease	-	-	55
Other	14,696	26,900	17,165
Employee Benefits - Salaries	127,253	121,500	119,338
Insurance	7,291	9,500	7,511
Service Providers, Contractors and Consultancy	17,818	17,144	18,077
	583,504	258,544	217,816

6. Property

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Caretaking and Cleaning Consumables	37,193	70,000	49,573
Cyclical Maintenance Provision	19,027	53,714	35,293
Grounds	17,602	15,600	8,637
Heat, Light and Water	33,807	39,720	25,940
Rates	123	1,000	114
Repairs and Maintenance	19,563	36,000	23,376
Use of Land and Buildings	714,124	922,483	999,072
Security	4,269	6,000	4,764
Employee Benefits - Salaries	74,634	65,000	67,917
	920,342	1,209,517	1,214,686

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	760,343	1,423,134	1,224,182
Short-term Bank Deposits	-	-	80,047
Cash and cash equivalents for Statement of Cash Flows	760,343	1,423,134	1,304,229

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

Of the \$760,343 Cash and Cash Equivalents, \$261,422 is held by the School on behalf of the Ministry of Education. These funds have been provided for the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2021 on Crown owned school buildings.

8. Accounts Receivable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Receivables	2,950	195,556	9,820
Interest Receivable	2,753	-	4,621
Teacher Salaries Grant Receivable	186,750	-	181,115
	<u>192,453</u>	<u>195,556</u>	<u>195,556</u>
Receivables from Exchange Transactions	5,703	195,556	14,441
Receivables from Non-Exchange Transactions	186,750	-	181,115
	<u>192,453</u>	<u>195,556</u>	<u>195,556</u>

9. Inventories

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Stationery	861	18,806	1,179
School Uniforms	15,304	-	17,627
	<u>16,165</u>	<u>18,806</u>	<u>18,806</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	1,851,260	717,648	1,269,601
	<u>1,851,260</u>	<u>717,648</u>	<u>1,269,601</u>

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2021						
Building Improvements	752,485	-	-	-	(24,517)	727,968
Furniture and Equipment	302,123	361,481	-	-	(63,775)	599,829
Information and Communication Technology	112,713	27,029	(282)	-	(48,023)	91,437
Motor Vehicles	14,455	-	-	-	(7,542)	6,914
Leased Assets	33,597	17,601	-	-	(20,304)	30,894
Library Resources	19,930	2,763	(814)	-	(2,735)	19,145
Balance at 31 December 2021	<u>1,235,303</u>	<u>408,874</u>	<u>(1,096)</u>	<u>-</u>	<u>(166,896)</u>	<u>1,476,187</u>

The net carrying value of equipment held under a finance lease is \$30,894 (2020: \$33,597)

	2021	2021	2021	2020	2020	2020
	Cost or	Accumulated	Net Book	Cost or	Accumulated	Net Book
	Valuation	Depreciation	Value	Valuation	Depreciation	Value
	\$	\$	\$	\$	\$	\$
Building Improvements	980,679	(252,711)	727,968	980,679	(228,194)	752,485
Furniture and Equipment	1,305,295	(705,466)	599,829	943,814	(641,690)	302,123
Information and Communication Technology	487,631	(396,194)	91,437	468,217	(355,503)	112,713
Motor Vehicles	37,709	(30,795)	6,914	37,709	(23,254)	14,455
Leased Assets	64,402	(33,508)	30,894	67,097	(33,500)	33,597
Library Resources	78,508	(59,363)	19,145	78,968	(59,038)	19,930
Balance at 31 December	2,954,224	(1,478,037)	1,476,187	2,576,484	(1,341,179)	1,235,303

12. Accounts Payable

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	27,656	17,844	17,653
Accruals	8,460	-	5,880
Banking Staffing Overuse	11,951	-	-
Employee Entitlements - Salaries	186,750	195,730	181,115
Employee Entitlements - Leave Accrual	13,175	-	8,735
	247,992	213,574	213,383
Payables for Exchange Transactions	247,992	213,574	213,383
	247,992	213,574	213,383

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Other revenue in Advance	11,582	-	-
	11,582	-	-

14. Provision for Cyclical Maintenance

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	94,697	94,697	81,696
Increase/ (decrease) to the Provision During the Year	19,027	53,714	35,293
Use of the Provision During the Year	(3,576)	(53,714)	(22,292)
Provision at the End of the Year	110,148	94,697	94,697
Cyclical Maintenance - Current	75,134	53,714	53,714
Cyclical Maintenance - Term	35,014	40,983	40,983
	110,148	94,697	94,697

15. 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	21,027	17,373	81,696
Later than One Year and no Later than Five Years	14,642	17,698	35,293
Later than Five Years			-
Future Finance Charges	(3,004)	-	(22,292)
	<u>32,665</u>	<u>35,071</u>	<u>94,697</u>
Represented by			
Finance lease liability - Current	18,916	17,373	53,714
Finance lease liability - Term	13,749	17,698	40,983
	<u>32,665</u>	<u>35,071</u>	<u>94,697</u>

16. Funds Held for Capital Works Projects

	2021	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
		\$	\$	\$	\$	\$
LSC Office		(4,994)	74,250	(126,080)	48,968	(7,856)
Shade Sail & Turf Surface		321,413	-	(50,904)	-	270,509
Dental Clinic Rationalisation		-	43,687	(44,918)	-	(1,231)
Totals		<u>316,419</u>	<u>117,937</u>	<u>(221,902)</u>	<u>48,968</u>	<u>261,422</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	270,509
Funds Due from the Ministry of Education	9,087
	<u>261,422</u>

	2020	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
		\$	\$	\$	\$	\$
LSC Office	<i>in progress</i>	-	-	(4,994)	-	(4,994)
Shade Sail & Turf Surface	<i>in progress</i>	-	334,303	(12,890)	-	321,413
Totals		<u>-</u>	<u>334,303</u>	<u>(17,884)</u>	<u>-</u>	<u>316,419</u>

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.

Patrick Moore is a trustee of the Board and during the year the School employed his wife, Rebecca Moore as Administration Officer. Rebecca payment is based on the Support Staff Collective Agreement.

18. 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 \$
Board Members		
Remuneration	3,660	5,910
Leadership Team		
Remuneration	380,300	361,292
Full-time equivalent members	3	3
Total key management personnel remuneration	383,960	367,202

There are six members of the Board excluding the Principal. The Board had held five meetings of the Board in the year. The Board also has Finance and Property of six members that meet monthly and quarterly respectively. 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 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150-160	160-170
Benefits and Other Emoluments	0-5	0-5
Termination Benefits	-	0

Other Employees

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

Remuneration \$000	2021 FTE Number	2020 FTE Number
100-110	2.00	1.00
110-120	1.00	0.00
	3.00	1.00

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 Actual	2020 Actual
Total	\$0	\$0
Number of People	0	0

20. Contingencies

There are no contingent liabilities 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 entered into contract agreements for capital works as follows:

(a) \$371,448 contract for Shade Sail and Turf Surface project as an agent for the Ministry of Education. This project will be fully funded by the Ministry of Education. \$334,303 has been received of which \$63,794 has been spent on the project to date. This project has been approved by the Ministry.

(Capital commitments at 31 December 2020: \$322,998)

22. 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	760,343	1,423,134	1,304,229
Receivables	192,453	195,558	195,556
Investments - Term Deposits	1,851,260	717,648	1,269,601
Total Financial assets measured at amortised cost	<u>2,804,056</u>	<u>2,336,338</u>	<u>2,769,386</u>

Financial liabilities measured at amortised cost

	2021	2021	2020
	247,992	213,574	213,383
Payables	32,665	35,071	35,071
Finance Leases			
Total Financial Liabilities Measured at Amortised Cost	<u>280,657</u>	<u>248,645</u>	<u>248,454</u>

23. Events After Balance Date

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

24. Comparatives

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

Independent Auditor's Report

To the readers of Pomaria Road School's Financial statements For the year ended 31 December 2021

RSM Hayes Audit

PO Box 9588
Newmarket, Auckland 1149
Level 1, 1 Broadway
Newmarket, Auckland 1023

T +64 (9) 367 1656
www.rsmnz.co.nz

The Auditor-General is the auditor of Pomaria Road School (the School). The Auditor-General has appointed me, Jason Stinchcombe, 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, analysis of variance, and Kiwisport note 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 Pomaria Road School.



Jason Stinchcombe
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand



Analysis of variance template

Focus: Literacy - Reading				
Strategic Aim: Year 2021 – To have our Learners reading at their expected age levels.				
Annual Aim: Increase reading levels of all Learners				
School-wide data Mid for 2021. No End of Year Data available due to Covid-19				
Year 1 All – 24%. At or Above	Maori – 18% At or Above	Pasifika – 14% At or Above		
Year 2 All – 64%. At or Above	Maori – 68% At or Above	Pasifika – 55% At or Above		
Year 3 All – 24%. At or Above	Maori – 13% At or Above	Pasifika – 35% At or Above		
Year 4 All – 55%. At or Above	Maori – 56% At or Above	Pasifika – 43% At or Above		
Year 5 All – 51%. At or Above	Maori – 41% At or Above	Pasifika – 59% At or Above		
Year 6 All – 69%. At or Above	Maori – 61% At or Above	Pasifika – 67% At or Above		
Target: By the end of 2021, to have our Learners reading at their chronological age.				

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Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<ul style="list-style-type: none"> Resourcing- purchasing of extra reading books, replenish Rainbow Reading Resources. Literacy Learning Progressions. Tools for Teachers (T4T) PLD. Learning Support Co-ordinator employed in 2020 to assist school and whānau to support identified Learners throughout the school. New assessments implemented in 2021. Staff at Pomaria are now using Running Records and Records of Reading. This provides teachers with a formative and summative assessment for reading and allows a level as well as reading behaviours to utilised in the classroom reading programmes. The Literacy team also created assessment packs for the school which focused on the Ready to Read series and stories that have a New Zealand context, and text that were culturally appropriate to the Learners of Pomaria Primary. Effective Literacy Practice – resource for teacher reference when planning specific needs Reciprocal Reading Strategies – groups 	<p>Mid-year Data collection for 2021 show.</p> <ul style="list-style-type: none"> At and Above for our year 1 Learners was 24% for All, 18% for Māori and 14% for Pasifika Learners. Our Year 6 Learners were 69% for All, 61% for Māori and 67% for Pasifika Learners. For at and Above, In Years 2 and 4, Māori Learners had a higher percentage than All. 68% and 64% in Year 2 and 56% and 55% in Year 4. 	<p>Focused PLD with Tools for Teachers.</p> <p>Review and modification to assessment of reading at Pomaria and also the text used with our Learners.</p>	<p>Professional development to build teacher confidence and capacity has continued. Tools 4 Teachers (T4T) has been a specific focus for the implementation of reading at Pomaria since the end of 2019. This is going to continue in 2022 and the PLD plan for term 1 is in place.</p> <p>Use the new assessment created in 2020 that include sub-levels and the continue to develop the teachers ability to use OTJs in conjunction with assessment tools, to monitor shifts in levels and reading behaviours.</p> <p>Changes have been made and implemented to how reading data is entered into etap.</p>

planning & reporting

<p>developing confidence to use these in class and support programmes.</p> <ul style="list-style-type: none"> • IMPACT Coaching- Culturally Responsive Pedagogy • STAR was not utilised in 2021 due to Covid-19 • First Steps – used to unpack skills and strategies and to support reading. • Reading Together run by teacher to support families. • Open door policy – parents/caregivers' members of the community encouraged to participate in class/school reading programmes. • Teacher/Leaders knowledge and use of effective practice is raised through discussion and ongoing professional development. • Ka Hikitia – Use of evidence of what makes a difference for and with Maori. Applied across the whole school to raise levels and increase teacher's awareness for all Learners • Pasifika Education plan – Ensure learners Achievement in literacy (Reading) analysis at Management, Senior Management, teacher and Learner levels. • Reviewed programmes and strategies for low level Learners – reflection on Atlas software. Accessed by all staff for professional dialogue and support. 	<ul style="list-style-type: none"> • For at and Above, In Years 3 and 5, Pasifika Learners had a higher percentage than All. 35% and 24% in Year 3 and 59% and 51% in Year 5. 	<p>Continue with all support programmes.</p> <p>Specific and intense focus required on the teaching and analysis of reading. (T4T)</p> <p>Resources specific to the needs including Inferential questioning.</p> <p>Form an agreed across school approach to teaching early Literacy skills e.g. phonics, letter and sound identification.</p> <p>Re-visit progress of this approach through PLG Meetings.</p> <p>Use PLG meetings to specifically address the approach to reading.</p> <p>Use PLG and Staff PD to share good practice.</p> <p>Tracked target Learners in all PLGs to monitor progress throughout the year.</p>
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planning & reporting

<ul style="list-style-type: none"> • Discussion around Differentiated Curriculum to enable Learners to engage with the class programmes at the appropriate level. • Learning support programmes in ESOL-designated teacher to support ESOL learners. • Support Staff employed specifically to support low level literacy. • Use of Rainbow Reading Resource in the classroom- sets provided to meet the needs of the specific class. • Small group Reciprocal Reading – Y 4-6 Learners. • Toe by Toe programme with TA support 1:1 support Y5-6 Learners. • Literacy support programmes specifically focusing on Y2 Learners as a result of data analysis and discussion. • Tuakana / Teina reading programmes – these are school wide. • Community School Library Bus visits weekly which provides easy access for Learners and their families to reading materials. 			<p>Not done in 2021 due to Covid-19 but are an integral part of Pomaria Primary School and will be implemented again once safe to do so.</p> <ul style="list-style-type: none"> • Community Involvement – goal setting evening with parent/caregiver and Learner. Followed through with Goal Review meetings, mid-year Goal Review reports and Learner Led • Goal Review Meetings. • Parent Teacher/Learner led conferences • Consultation evening
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planning & reporting

School name and number - Pomaria Road Primary 1444

Focus: Literacy - Mathematics			
Strategic Aim: To continue to consolidate DMIC in the classroom and to re-align assessment strategies to that of DMIC			
Annual Aim: Increase mathematic levels of all Learners			
School-wide data End of 2021 – Overall Mathematics Level			
No End of Year data for 2021 due to covid			
Target: By the end of 2021, to have our Learners at their expected curriculum level.			
Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<ul style="list-style-type: none"> DMIC – has been implemented school-wide, mentors in-school throughout 2021. Changed assessment to align with DMIC pedagogy. GLOSS and JAM no longer used. DMIC assessment tasks supported by the Col Continuous Curriculum Document (CCD) have been trialed and implemented. Shifted math focus from number (addition/subtraction) to all strands. Teachers using DMIC tasks, CCD, group and class work to form OTJs on math strand. 	2021 Data Unable to be collected and compared due to a change in the assessments and Covid-19.	GLOSS and JAM were not used in 2020 so a comparison for this data is unable to be made. A positive from Covid-19 was it provided the school with opportunity to review and refine our assessment practices. Pomaria Primary is formally assessing all math strands,	Look into Prime Maths for some structure around math programmes at Pomaria. Continue with DMIC in class. Link AOs and assessment tasks from CCD and Massey to make OTJs in 2022 and beyond. Use assessments that match the DMIC

planning & reporting

<ul style="list-style-type: none"> • Trialled assessment task from Massey University as part of the DMIC PLD. • Introduce and implement the Col Continuous Curriculum Document (CCD). • Changed the data recording in etap, and how this data is shared with parents. Assessment is ongoing and OTJs entered during the year for strand. These entries are then averaged to give an "Overall Math Level". Previously we used GLOSS and JAM to generate our math levels and data comparisons. • Whānau and the school now get a more accurate picture of our Learners overall mathematics level due to the change in assessment and recording. • IMPACT Coaching- Culturally Responsive Pedagogy • Open door policy – parents/caregivers' members of the community encouraged to participate in class/school math programmes. • Teacher/Leaders knowledge and use of effective practice is raised through discussion and ongoing professional development • Developed use of talk moves and setting of classroom math norms for group problem solving to be effective. 		<p>against the NZC, using the DMIC approach with tasks developed by Massey University and the DMIC mentors.</p>	<p>pedagogy. Also implement assessment tasks levelled and from the ARBs.</p> <p>Tracked target Learners in all PLGs to monitor progress throughout the year.</p> <p>Not done in 2021 due to Covid-19 but are an integral part of Pomaria Primary School and will be implemented again once safe to do so.</p> <ul style="list-style-type: none"> • Community Involvement – goal setting evening with parent/caregiver and Learner. Followed through with Goal Review meetings, mid-year Goal Review reports and Learner Led Goal Review Meetings. • Parent Teacher/Learner led conferences • Consultation evening
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planning & reporting

School name and number - Pomaria Road Primary 1444

Focus: Well-Being of Learners

Strategic Aim: Promote the health and well-being of all our learners and staff through the introduction of robust systems to monitor, support and improve their hauora.

Annual Aim: To focus and Learner well-being and support the transition of Learners back to school post Covid-19.

Baseline data End of 2021 – None collected this was introduced due to the continued impact of Covid-19.

Target: Promote well-being before re-establishing routines and returning to business as usual.

Actions (what did we do?)			
Outcomes (what happened?)		Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<ul style="list-style-type: none"> Provided a well-being framework for teachers and support staff. Staff were instructed to address the well-being of the Learners and their whānau before a return to business as usual. “Te Rito Toi” framework and programme still available if needed and to address well-being once the Learners returned to school. Restore Resilience Programme, aimed at those Learners struggling to return to school. 		<p>The expectation for staff was that Learners were not expected to come straight back to school and return to a normal school program.</p> <p>Learners were given time to address and share possible trauma and anxiety.</p>	<p>The school felt that there needed to be a transition back to school before quality teaching and learning could resume.</p> <p>Apply for funding if needed to support our Learners in 2022.</p> <p>Addition teacher and support staff for a transition class for Learners struggling to return to school post Covid-19.</p>

planning & reporting

- PLD with Tony Burkin.
- Early Finish days. Springboard Trust leadership PLD.
- TVMS mentoring Programme.
- Dance Therapy for learners
- Learners completed the Well-Being surveys.
- Ongoing teacher reflections in Atlas.

Well-being of the Learner and their whānau was the school priority, then a return to normal school routines and structure.

The well-being of our community post Covid-19 Lockdowns was the schools main priority.

Tātāritanga Raraunga

Ingoa o te kura me te kura nama: _____

Arotahi:	
Whāinga rautaki:	
Wāhanga ā-tau:	

School

Pomaria School

KIWISPORT NOTE

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2021, the school received total Kiwisport funding of \$7115.64 (excluding GST). The funding was spent on sports equipment and programmes to introduce new sporting codes to the school. This has seen a large increase in the number of students participating in organised sport.