

11 August 2021

The Board of Trustees
Lake Tekapo School
Attn: Isaac Wilson
Aorangi Crescent
Lake Tekapo 7999

Dear Mr. Wilson

AUDIT OF 31 DECEMBER 2020 FINANCIAL STATEMENTS

Please find enclosed your Financial Statements for the year ended 31 December 2020, together with an unqualified audit report.

You will need to send an electronic copy the Audited Annual Report to the Ministry of Education via the education portal.

Auditors Responsibilities

The Auditor-General is required to audit the Financial Statements presented by the Board of Trustees; to express an independent opinion on the Financial Statements, and to report that opinion to you. This responsibility arises from the Education and Training Act 2020, and Section 15 of the Public Audit Act 2001. We have been appointed by the Auditor-General to undertake the Audit.

We conducted our audit in accordance with generally accepted auditing standards, including the Auditing Standards issued by the Institute of Chartered Accountants of New Zealand. We planned and performed our audit so as to obtain all the information and explanations which we considered necessary in order to provide us with sufficient evidence to give reasonable assurance that the financial statements are free from material misstatements, whether caused by fraud or error. In forming our opinion, we also evaluated the overall adequacy of the presentation of information in the financial statements.

In forming the audit opinion we conduct detailed tests of selected transactions and review the key controls in place to ensure the effective operation of the accounting systems and internal controls. As a service to ensure you receive maximum benefit from the audit we note our evaluation of your systems and highlight areas of possible weakness or where we believe improvements can be made. Our motive is to offer objective and constructive advice so that the accounting function and related control issues can be improved in the future.

Required communications

We are required by assurance standards to report specific matters to you as follows:

- We had no disagreements with management during our audit nor any serious difficulties in dealing with management.
- We have not identified any instances of fraud involving senior management, or any other frauds that caused a material misstatement of the financial statements
- We have not noted any significant risks or exposures that are required to be separately disclosed in the financial statements.
- We reaffirm we are independent of your Board of Trustees, and that we have no relationship with your school that impairs our independence.

There are some matters arising and observations from the audit which we now bring to your attention.

Areas of Significant Audit Focus

We believe it is best practice to communicate with you as the governing body regarding matters which form an important part of our audit process. However, ultimately it is you, the governing body that remains responsible for your financial systems, internal controls and financial statements.

While the audit necessarily involves testing of your overall system of financial controls and reporting, we assessed some potentially significant risk areas in relation to your school. Accordingly, we believe that they are important issues that should be of interest to you in your governance capacity.

In the case of your school the following are the areas and issues in the current year that we assessed as significant risk areas:

- Risk of limited segregation of duties
- Risk of completeness around locally raised funds

We are pleased to advise that the audit testing of these assessed risk areas did not identify any significant issues or concerns other than the observations detailed below.

Audit adjustments

Management believes that there are no unadjusted differences to the financial statements as a whole, we agree with this position.

Accounting systems and controls**Segregation of Duties**

It is important that no single person has control over, or access to, all aspects of recording and control of school funds. Not only does this provide opportunity for abuse of the school funds, but also puts a great responsibility and burden of trust on the person who has this control.

The separation of key accounting responsibilities is a critical internal control in any system to prevent misappropriation of funds, error, or unrecorded transactions.

We note that significant portions of the day-to-day accounting functions are solely under control of your administrator. We wish to point out that nothing in our review of your systems has led us in any way to question the integrity of this or any other employee.

We appreciate that it may be difficult to segregate the admin officer's duties but with careful monitoring and oversight by management and the Board this risk can be mitigated. Where possible, one option is to have members of the team periodically rotate duties. As a minimum, it is important to have someone else on your team able to perform these tasks and doing so occasionally, such as when the key person takes leave.

Journals Policy

In accordance with best practice, we recommend that a policy is drafted which documents the authorization and documentation requirements for journal entries into the accounting system. This policy should clarify the approval process, and require underlying supporting documentation to be retained for journals posted in the accounting system. We would expect journals entries to be subject to an independent review.

Credit Card Control

We noted that Anna Louise Roseingrave, a previous employee, had resigned in May 2016. However, the credit card assigned to Anna remained active until December 2020. While we acknowledge that Anna's credit card was in the possession of the School and was used for the School's expenses, we recommend that credit cards assigned to individuals are terminated immediately on their final working day.

Credit Card Transactions – lack of supporting documentation

As the school is a public entity, the Auditor-General's auditing standard (AG-3) requires our audit procedures to include a specific review of items considered sensitive in nature. Through our review of credit card expenditure, we identified that a payment made from Isaac Wilson's personal credit card in December 2019 had only been recorded in the accounting system in April 2020. We recommend that all transactions are accounted for in the same month that it has happened.

Furthermore, no supporting documentation could be provided other than the credit card statement. We recommend that all relevant supporting documents be retained and attached to credit card statements and reimbursement forms.

Review of Fixed Asset Register

We note that there are a high number of zero book value assets in the School's fixed asset register.

We recommend that a review of the fixed asset register is performed annually, and that assets which are no longer in use are appropriately disposed of. If the zero book value assets remain in use, a review your accounting policies relating to useful lives of assets should be performed to ensure they remain appropriate.

Capitalization of Fixed Assets

We note that the new gates for the school house have been included in the fixed assets register inclusive of GST. The appropriate accounting treatment for all fixed assets additions is for them to be recorded exclusive of GST.

We recommend that a periodic review of the fixed assets register is performed by another independent person, separate to the person inputting the data.

In addition, we noted that the fixed asset additions related to the School's swimming pool had not been included in the fixed assets register.

We recommend that all fixed asset additions are recorded in the fixed assets register in a timely fashion. This will assist in maintaining accurate financial records, and in the calculation of depreciation charge.

Accounting For GST on Donations

GST was accounted for on the donation of \$29,976 from Mackenzie District Council and Genesis Energy Limited.

Because this is an unconditional gift, it is exempt from GST. The Board did not adjust the financial statements because it did not consider the amount to be significant.

We recommend that you adjust your next GST return to get this amount refunded. Also, care should be taken to ensure that any future donations are correctly accounted for exclusive of GST.

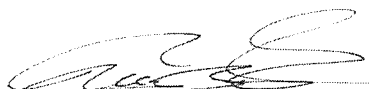
Publication of Annual Report

From 2017 it became a requirement for schools to publish their Annual Reports online as best practice please ensure that you have made all annual reports from 2018 publicly available to view from the school's website.

All the points made in this report have been discussed with the school and we have taken account of their comments in drafting the report. These points arose during the course of our audit which is designed primarily to enable us to form an opinion on the financial statements taken as a whole. Our report cannot, therefore, be expected to include all possible comments and recommendations which a more extensive special examination might indicate.

Yours faithfully

Nexia Audit Christchurch



Nathan Breckell

Appointed Auditor

LAKE TEKAPO SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

Ministry Number: 3406

Principal: Simon Waymouth

School Address: Aorangi Crescent, Lake Tekapo

Email: office@tekapo.school.nz

School Phone: 03 6806816

Accountant / Service Provider:

89 Nazareth Avenue
Christchurch
Ph: 03 338 4444



LAKE TEKAPO SCHOOL

Annual Report - For the year ended 31 December 2020

Index

Page	Statement
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	Financial Statements
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<u>1</u>	Member of the Board of Trustees
<u>2</u>	Statement of Responsibility
<u>3</u>	Statement of Comprehensive Revenue and Expense
<u>4</u>	Statement of Changes in Net Assets/Equity
<u>5</u>	Statement of Financial Position
<u>6</u>	Statement of Cash Flows
<u>7 - 20</u>	Notes to the Financial Statements

	Other Information
--	--------------------------

	Auditor's Report
--	------------------

	Analysis of Variance
--	----------------------

	Kiwisport
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Lake Tekapo School

Members of the Board of Trustees

For the year ended 31 December 2020

Name	Position	How Position Gained	Term Expires
Isaac Wilson	Chair Person	Co-opted May 2019	May 2022
Simon Waymouth	Principal		
Simon Tocker	Parent Rep	Elected May 2019	May 2022
Phil Robinson	Parent Rep	Elected May 2019	May 2022
Emily Murray	Parent Rep	Re Elected May 2019	May 2022

Lake Tekapo School

Statement of Responsibility

For the year ended 31 December 2020

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2020 fairly reflects the financial position and operations of the school.

The School's 2020 financial statements are authorised for issue by the Board.

Isaac William Wilson.

Full Name of Board Chairperson

Isaac Wilson

Signature of Board Chairperson

11/08/2021.

Date:

Simon James Waymouth.

Full Name of Principal

Simon Waymouth

Signature of Principal

11/08/2021

Date:

Lake Tekapo School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue				
Government Grants	2	521,887	499,945	474,313
Locally Raised Funds	3	108,347	36,700	38,156
Interest income		5,013	6,000	5,948
		<u>635,247</u>	<u>542,645</u>	<u>518,417</u>
Expenses				
Locally Raised Funds	3	11,813	16,000	17,659
Learning Resources	4	310,027	320,825	282,370
Administration	5	53,485	52,605	46,893
Finance		-	-	217
Property	6	150,766	145,455	94,366
Depreciation	7	26,866	22,000	26,268
Loss on Disposal of Property, Plant and Equipment		-	-	133
		<u>552,957</u>	<u>556,885</u>	<u>467,906</u>
Net Surplus / (Deficit) for the year		82,290	(14,240)	50,511
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>82,290</u>	<u>(14,240)</u>	<u>50,511</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.

Lake Tekapo School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2020

	Notes	Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
Balance at 1 January		488,478	488,478	437,967
Total comprehensive revenue and expense for the year		82,290	(14,240)	50,511
Capital Contributions from the Ministry of Education		54,438	-	-
Contribution - Furniture and Equipment Grant				
Equity at 31 December	22	625,206	474,238	488,478
Retained Earnings		625,206	474,238	488,478
Reserves		-	-	-
Equity at 31 December		625,206	474,238	488,478

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.



Lake Tekapo School

Statement of Financial Position

As at 31 December 2020

		2020	2020	2019
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	8	51,014	46,880	39,120
Accounts Receivable	9	23,072	23,142	23,142
GST Receivable		17,082	-	-
Prepayments		8,322	6,114	6,114
Investments	10	266,357	235,593	235,593
		<u>365,847</u>	<u>311,729</u>	<u>303,969</u>
Current Liabilities				
GST Payable		-	4,790	4,790
Accounts Payable	12	94,492	32,503	32,503
Finance Lease Liability - Current Portion	14	6,128	5,328	5,328
Funds held on behalf of COL cluster	15	2,017	-	-
Funds held for Capital Works Projects	16	-	50,000	50,000
		<u>102,637</u>	<u>92,621</u>	<u>92,621</u>
Working Capital Surplus/(Deficit)		263,210	219,108	211,348
Non-current Assets				
Property, Plant and Equipment	11	369,494	263,796	285,796
		<u>369,494</u>	<u>263,796</u>	<u>285,796</u>
Non-current Liabilities				
Finance Lease Liability	14	7,498	8,666	8,666
		<u>7,498</u>	<u>8,666</u>	<u>8,666</u>
Net Assets		<u>625,206</u>	<u>474,238</u>	<u>488,478</u>
Equity	22	<u>625,206</u>	<u>474,238</u>	<u>488,478</u>



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

Lake Tekapo School

Statement of Cash Flows

For the year ended 31 December 2020

		2020	2020	2019
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
Cash flows from Operating Activities				
Government Grants		120,020	98,265	108,170
Locally Raised Funds		108,347	36,700	48,217
Goods and Services Tax (net)		(21,872)	-	1,144
Payments to Employees		(54,264)	(62,940)	(46,437)
Payments to Suppliers		(10,712)	(70,265)	(61,097)
Cyclical Maintenance Payments in the year		-	-	-
Interest Paid		-	-	(217)
Interest Received		5,616	6,000	6,528
		<u>149,152</u>	<u>7,760</u>	<u>56,308</u>
Net cash from/(to) Operating Activities				
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	(133)
Purchase of Property Plant & Equipment (and Intangibles)		(104,521)	-	(51,428)
Purchase of Investments		(30,764)	-	-
Proceeds from Sale of Investments		-	-	(21,041)
		<u>(135,285)</u>	<u>-</u>	<u>(72,602)</u>
Net cash from/(to) Investing Activities				
Cash flows from Financing Activities				
Finance Lease Payments		(6,411)	-	(2,550)
Funds Held for Capital Works Projects		(50,000)	-	50,000
		<u>(1,973)</u>	<u>-</u>	<u>47,450</u>
Net cash from/(to) Financing Activities				
Net increase/(decrease) in cash and cash equivalents		<u>11,894</u>	<u>7,760</u>	<u>31,156</u>
Cash and cash equivalents at the beginning of the year	8	39,120	39,120	7,964
Cash and cash equivalents at the end of the year	8	<u>51,014</u>	<u>46,880</u>	<u>39,120</u>

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been excluded.

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



Lake Tekapo School

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2020 to 31 December 2020 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expenditure threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

The financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

Presentation Currency

These financial statements are presented in New Zealand dollars, rounded to the nearest dollar.

Specific Accounting Policies

The accounting policies used in the preparation of these financial statements are set out below.

Critical Accounting Estimates And Assumptions

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. Actual results may differ from these estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.



Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 13.

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) 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) Investments

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

i) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	40 years
Furniture and equipment	10 years
Information and communication technology	5 years
Music Equipment	5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	10 years

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

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

Non cash generating assets

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

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

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

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

k) Accounts Payable

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

l) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

Employee benefits that are due to be settled beyond 12 months after the end of the period in which the employee renders the related service, such as long service leave and retirement gratuities, have been calculated on an actuarial basis. The calculations are based on:

- likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlement information; and
- the present value of the estimated future cash flows.

m) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

n) Financial Instruments

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

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

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

o) 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.

p) Budget Figures

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

q) Services received in-kind

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

2. Government Grants

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Operational Grants	90,598	95,305	98,689
Teachers' Salaries Grants	286,238	285,325	257,240
Use of Land and Buildings Grants	116,355	116,355	108,177
Other MoE Grants	-	-	10,207
Other Government Grants	28,696	2,960	-
	<u>521,887</u>	<u>499,945</u>	<u>474,313</u>

Other MOE Grants total includes additional COVID-19 funding totalling \$18,516 for the year ended 31 December 2020.

3. Locally Raised Funds

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

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Revenue			
Donations	6,470	3,600	3,255
Activities	91,034	3,000	10,153
Trading	519	1,000	61
Fundraising	1,224	20,000	15,587
Other Revenue	9,100	9,100	9,100
	<u>108,347</u>	<u>36,700</u>	<u>38,156</u>
Expenses			
Activities	5,105	4,000	12,279
Fundraising (Costs of Raising Funds)	-	-	2,870
Other Locally Raised Funds Expenditure	6,708	12,000	2,510
	<u>11,813</u>	<u>16,000</u>	<u>17,659</u>
	<u>96,534</u>	<u>20,700</u>	<u>20,497</u>

Surplus/ (Deficit) for the year Locally raised funds

4. Learning Resources

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Curricular	6,758	8,500	5,707
Employee Benefits - Salaries	302,264	310,325	275,232
Staff Development	1,005	2,000	1,431
	<u>310,027</u>	<u>320,825</u>	<u>282,370</u>

5. Administration

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Audit Fee	5,228	3,200	3,279
Board of Trustees Fees	3,355	1,800	3,250
Board of Trustees Expenses	2,189	3,100	3,021
Communication	1,845	2,400	1,588
Consumables	2,676	1,500	609
Other	9,712	12,165	12,869
Employee Benefits - Salaries	25,284	25,440	19,521
Insurance	3,196	3,000	2,756
Service Providers, Contractors and Consultancy	-	-	-
	<u>53,485</u>	<u>52,605</u>	<u>46,893</u>

6. Property

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Caretaking and Cleaning Consumables	615	1,000	622
Cyclical Maintenance Provision	-	-	(33,822)
Grounds	8,055	3,000	1,013
Heat, Light and Water	5,834	5,000	4,735
Rates	737	600	544
Repairs and Maintenance	4,295	7,000	4,310
Use of Land and Buildings	116,355	116,355	108,177
Employee Benefits - Salaries	14,875	12,500	8,787
	<u>150,766</u>	<u>145,455</u>	<u>94,366</u>

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

7. Depreciation

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Building Improvements - Crown	11,591	10,000	11,099
Furniture and Equipment	4,159	2,000	4,322
Information and Communication Technology	4,295	4,000	4,042
Leased Assets	6,572	6,000	6,473
Library Resources	249	-	332
	<u>26,866</u>	<u>22,000</u>	<u>26,268</u>



8. Cash and Cash Equivalents

Cash on Hand
Bank Current Account

Cash and cash equivalents for Statement of Cash Flows

2020	2020	2019
Actual	Budget	Actual
\$	(Unaudited)	\$
117	117	117
50,897	46,763	39,003
51,014	46,880	39,120

9. Accounts Receivable

Receivables from the Ministry of Education
Interest Receivable
Teacher Salaries Grant Receivable

Receivables from Exchange Transactions
Receivables from Non-Exchange Transactions

2020	2020	2019
Actual	Budget	Actual
\$	(Unaudited)	\$
-	726	726
938	1,541	1,541
22,134	20,875	20,875
23,072	23,142	23,142
938	1,541	1,541
22,134	21,601	21,601
23,072	23,142	23,142

10. Investments

The School's investment activities are classified as follows:

Current Asset
Short-term Bank Deposits

Total Investments

2020	2020	2019
Actual	Budget	Actual
\$	(Unaudited)	\$
266,357	235,593	235,593
266,357	235,593	235,593

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2020	\$	\$	\$	\$	\$	\$
Building Improvements - Crown	247,056	92,826	-	-	(11,591)	328,291
Furniture and Equipment	17,617	9,788	-	-	(4,159)	23,246
Information and Communication Technology	6,611	1,906	-	-	(4,295)	4,222
Leased Assets	13,868	6,044	-	-	(6,572)	13,340
Library Resources	644	-	-	-	(249)	395
Balance at 31 December 2020	285,796	110,564	-	-	(26,866)	369,494

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2020	\$	\$	\$
Building Improvements - Crown	364,367	(41,559)	322,808
Furniture and Equipment	122,450	(93,719)	28,731
Information and Communication Technology	85,565	(81,343)	4,222
Leased Assets	33,762	(20,424)	13,338
Library Resources	17,853	(17,458)	395
Balance at 31 December 2020	623,997	(254,503)	369,494

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Building Improvements - Crown	212,038	46,117	-	-	(11,099)	247,056
Furniture and Equipment	21,939	-	-	-	(4,322)	17,617
Information and Communication Technology	9,193	1,460	-	-	(4,042)	6,611
Leased Assets	16,764	3,577	-	-	(6,473)	13,868
Library Resources	1,109	-	(133)	-	(332)	644
Balance at 31 December 2019	261,043	51,154	(133)	-	(26,268)	285,796

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Building Improvements - Crown	280,670	(33,614)	247,056
Furniture and Equipment	112,661	(95,044)	17,617
Information and Communication Technology	83,659	(77,048)	6,611
Leased Assets	27,719	(13,851)	13,868
Library Resources	17,853	(17,209)	644
Balance at 31 December 2019	522,562	(236,766)	285,796



12. Accounts Payable

Operating Creditors
Accruals
Banking Staffing Overuse
Employee Entitlements - Salaries
Employee Entitlements - Leave Accrual

2020	2020	2019
Actual	Budget	Actual
\$	(Unaudited)	\$
61,619	5,503	5,503
8,515	5,821	5,821
1,920	-	-
22,134	20,875	20,875
304	304	304
94,492	32,503	32,503
94,492	32,503	32,503
94,492	32,503	32,503

Payables for Exchange Transactions

The carrying value of payables approximates their fair value.

13. Provision for Cyclical Maintenance

Provision at the Start of the Year
Increase/ (decrease) to the Provision During the Year
Use of the Provision During the Year

Provision at the End of the Year

2020	2020	2019
Actual	Budget	Actual
\$	(Unaudited)	\$
-	-	33,822
-	-	(33,822)
-	-	-
-	-	-

14. Finance Lease Liability

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

No Later than One Year
Later than One Year and no Later than Five Years

2020	2020	2019
Actual	Budget	Actual
\$	(Unaudited)	\$
6,128	5,328	5,328
7,498	8,666	8,666
13,626	13,994	13,994

15. Funds Held on Behalf of the Community of Learning Cluster

	2020 Actual \$	2020 Budget \$	2019 Actual \$
Funds Held at the Beginning of the Year	-	-	-
Funds Received during the year	4,378	-	1,050
Funds Spent on Behalf of the Cluster	(2,361)	-	(1,050)
Funds Held at year end	2,017	-	-

Lake Tekapo up until July 2020 was the lead school and held the funds on behalf of the Community of Learning Cluster, a group of schools funded by the Ministry of Education.

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:

	2020	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
Playground	<i>completed</i>	50,000	-	50,000	-	-
Fencing	<i>in progress</i>	-	39,130	39,130	-	-
Block 1 Classroom Upgrade	<i>completed</i>	-	900	900	-	-
Electrical repair on garage	<i>completed</i>	-	178	178	-	-
Totals		50,000	40,208	90,208	-	-

Represented by:

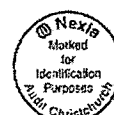
Funds Held on Behalf of the Ministry of Education
Funds Due from the Ministry of Education

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
Playground	<i>in progress</i>	-	50,000	-	-	50,000
Totals		-	50,000	-	-	50,000

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.



18. Remuneration

Key management personnel compensation

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

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	3,355	3,250
Full-time equivalent members	0.10	0.10
<i>Leadership Team</i>		
Remuneration	127,583	121,954
Full-time equivalent members	1	1
Total key management personnel remuneration	130,938	125,204
Total full-time equivalent personnel	1.10	1.10

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

Principal

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

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	120-130	110-120
Benefits and Other Emoluments	3-4	3-4
Termination Benefits	-	-

Other Employees

No other employees received remuneration greater than \$100,000.

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 trustees, committee member, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2020 Actual	2019 Actual
Total		-
Number of People		-

20. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

21. Commitments

(a) Capital Commitments

As at 31 December 2020 the Board has entered into no contract agreements for capital works .

(Capital commitments at 31 December 2019: nil)

(b) Operating Commitments

As at 31 December 2020 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2019: nil)

22. Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but attempts to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

23. Financial Instruments

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

Financial assets measured at amortised cost

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash and Cash Equivalents	51,014	46,880	39,120
Receivables	23,072	23,142	23,142
Investments - Term Deposits	266,357	235,593	235,593
Total Financial assets measured at amortised cost	<u>340,443</u>	<u>305,615</u>	<u>297,855</u>

Financial liabilities measured at amortised cost

Payables	94,492	32,503	32,503
Finance Leases	13,626	13,994	13,994
Total Financial Liabilities Measured at Amortised Cost	<u>108,118</u>	<u>46,497</u>	<u>46,497</u>

24. Events After Balance Date

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

INDEPENDENT AUDITOR'S REPORT**TO THE READERS OF LAKE TEKAPO SCHOOL'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2020**

The Auditor-General is the auditor of Lake Tekapo School (the School). The Auditor-General has appointed me, Nathan Breckell, using the staff and resources of Nexia Audit Christchurch, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 3 to 20 that comprise the statement of financial position as at 31 December 2020, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and 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 2020; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 11 August 2021. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

The Board of Trustees 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 of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of Trustees 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 of Trustees' responsibilities arise from the Education and Training Act 2020.

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 of Trustees.

- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

We communicate with the Board of Trustees 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 comprises the information included on Analysis of Variance and Kiwisport Statement, but does not include the financial statements, and our auditor's report thereon.

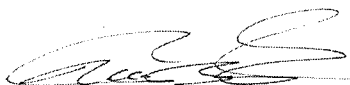
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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

Independence

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

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



Nathan Breckell

Nexia Audit Christchurch
On behalf of the Auditor-General
Christchurch, New Zealand

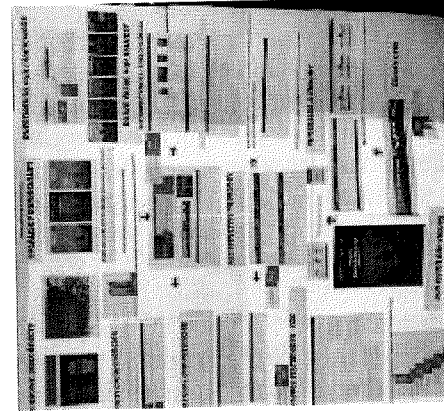


Analysis of Variance 2020 – Annual Report 2020

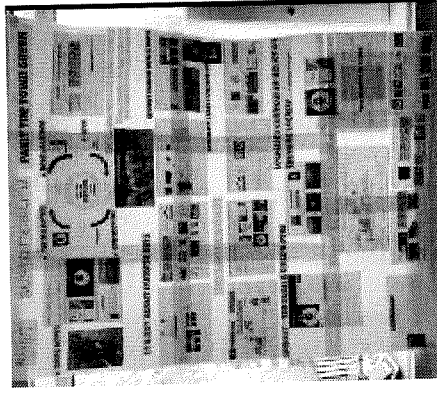
2020 has been a challenging year for Lake Tekapo School and across New Zealand. The year started teaching out of the Lake Tekapo Community Hall with the demolition of the School in preparation of the new school build. This was followed closely by COVID 19 in March interrupting the learning year. This did allow the school the opportunity to evaluate and reflect on the priorities for the Home Learning Programme and choose to use this as a platform to articulate the school programme and the values incorporated within. (refer Home Learning Programme). During this time the school saw staff changes in both the office and across the teaching staff. The position in the Junior area was readvertised which meant the school worked on a skeleton staff during Term 2. Staff Appointments has meant a strong induction programme was necessary as we worked through building issues and documentation and resource storage. The school, as reviewed in the 2019 School Charter, are continuing to respond to the 2019 Education Review Office's recommendations. These plans are represented through the Action Plans set out by the staff and Board of Trustees and are a continuation of the PLD Reflections, Paperwork Alignment and Student Achievement Process worked through over the year. With the School build happening, and delays with COVID, the push for the Lake Tekapo School Board of Trustees has been in both the Measurement Metrics and Purpose Reporting Structure and that of Localising our curriculum to meet the aims and aspirations set out in the Educational Brief for the Ministry of Education (2018-2019).



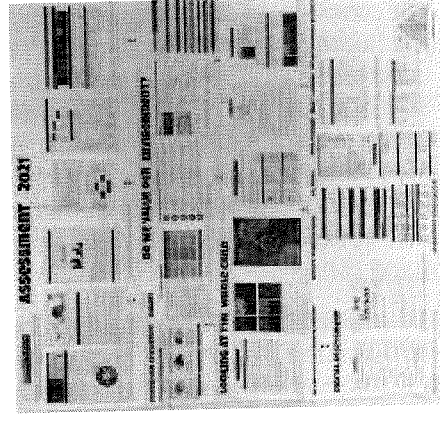
Localised Curriculum Part One



Localised Curriculum Part 2



Localised Initiatives



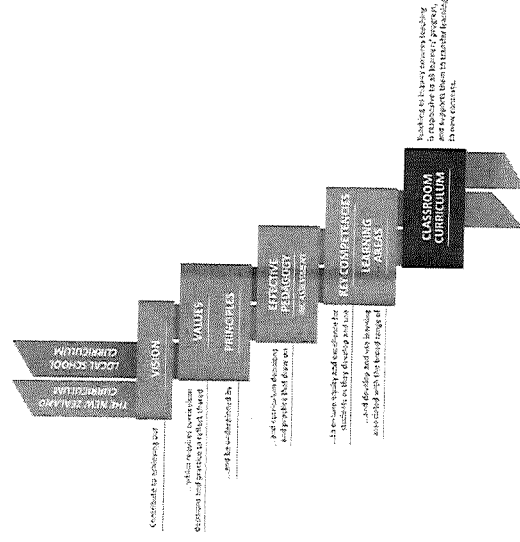
Assessment Review

The new staff have been unpacking the Ministry Documentation through Term 2-4 and are focussed on ensuring that the Vision and Values evident in the school are being recognised as the drivers for the Lake Tekapo School Curriculum. This framework has been designed to reflect the recommendations as set out at the beginning of 2019.

Our Next Identified Steps are to:

- Improve the analysis and reporting of learning information to know about the sufficiency of progress of all children, particularly those targeted for acceleration.
- Develop robust moderation practices.
- Evaluate survey data and identify appropriate action plans
- Ensure a well-managed approach to change leadership and clear communication to support learning and teaching initiatives.
- Ensure a shared understanding between ideas for improvement and desired outcomes, by creating a time-framed plan with clear achievable actions
- Enact rigorous evaluation practices to track the effectiveness of programmes and initiatives.

As a staff we are continuing to focus on the integration of our curriculum and discovering opportunities locally to ensure that our teaching focus is both authentic to our school and environment, while still driving the 7 core learning areas of the NZC. This development is aimed at reflecting the Ministry Graphic that links the big picture goals to influence our classroom practice.



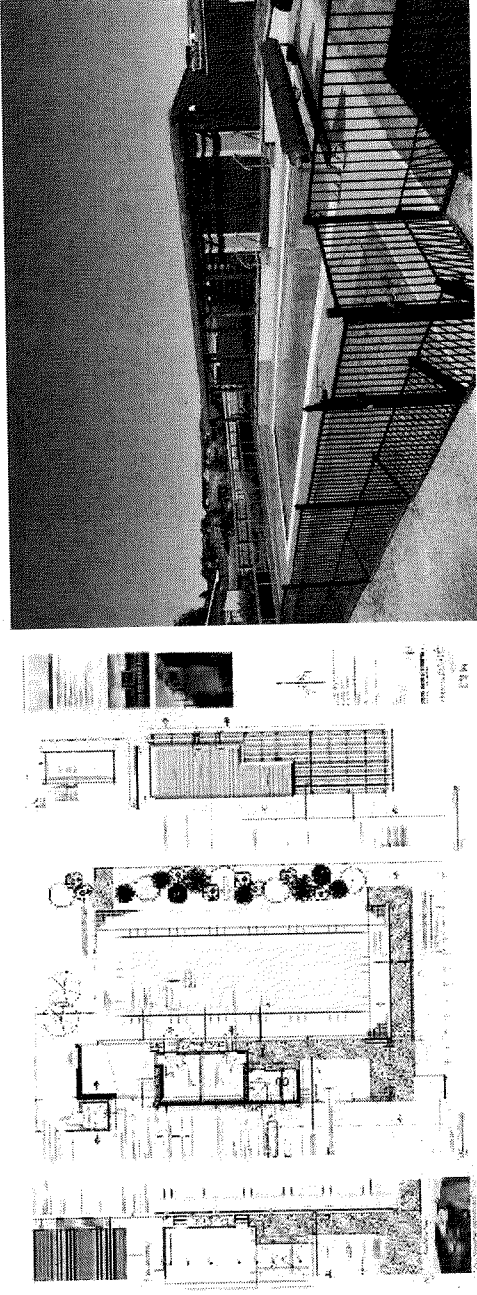
The Principal and Chairperson have met regularly to ensure the day to day management needs of the school have been met efficiently and effectively with Board members keeping up to date with Education issues through School Trustees publications, outside facilitation (Wayne Facer – Banked Staffing Consultant and Principal Appraiser, Nicki Tempero (Core Education - Term 1). The school staffing from 2019-20 has been maintained which has been pleasing following from COVID 19. The

School has also maintained the 0.6 Principal Release position which has been worked through with our Banked Staffing consultant. The School has reviewed the associated Annual Plan, Action Plans and Student Achievement Data for 2019 in line with the Analysis of Variance and these have been used to inform our practice and goals looking forward to 2021) (refer associated documentation)

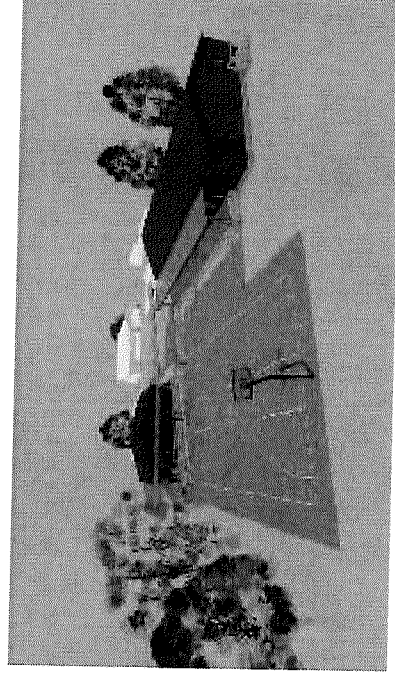
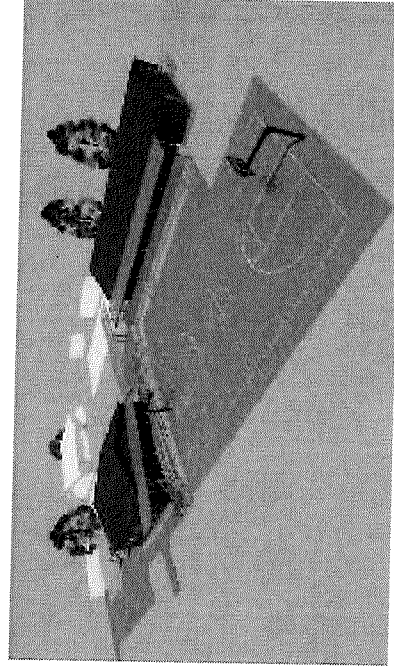
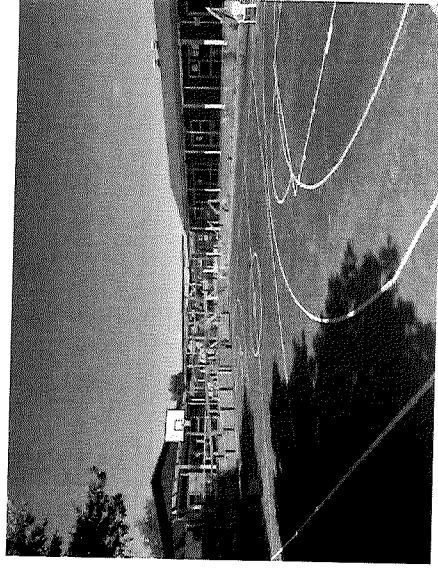
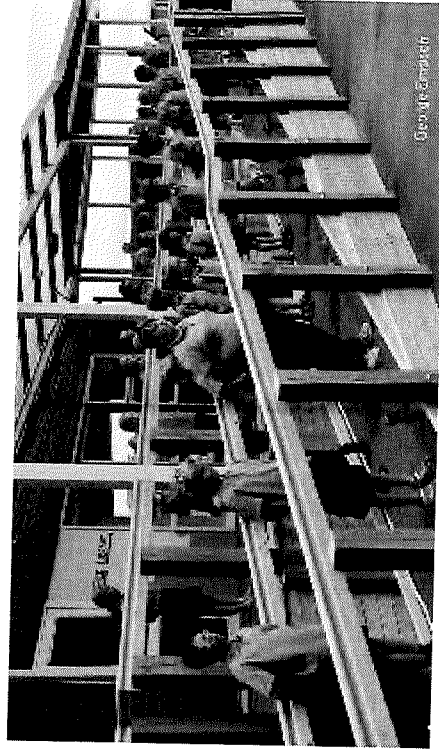
Property Focus 2020:

School Pool: The school swimming pool has been completed and we are now waiting on the Mackenzie Council's Certificate of Use. The pool is currently operational for the school children only. The Board of Trustees are proud of the efforts in getting this significant achievement across the line and will develop a plan to ensure the "community" aspect of the pool is fully realised. This will include instructional swimming, survival skills and EOTC ideas such as Kayaking skills etc.

Photos



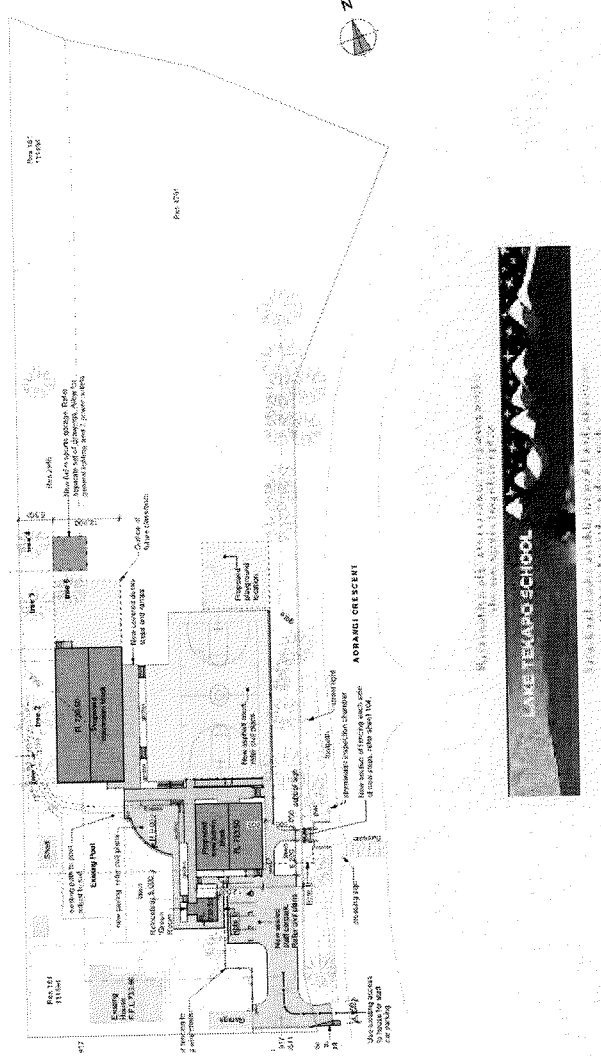
New School Building: The new school was officially opened on Wednesday 16th December 2020. This is a later date than anticipated due to COVID 19.



Important Milestones/ Focuses in 2020 were:

- The pulling together of the Digital Fluency Professional Development, Te Manahuna Achievement Challenges and Localised Curriculum.
- The continued development of the Vision and Values with reference to our local environment and curriculum. 2020 saw the consultation and implementation of the Progression Profiles, Measurement Metrics and Purpose Posters.
- Parent Information Night - Term 4
- Pool and New School Opening

- The continued alignment of Schoolwide Documentation with P.L.D goals and Vision and Values work



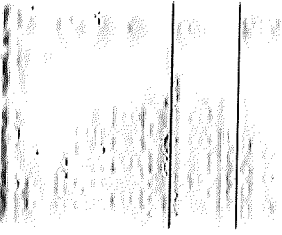


Analysis of Variance 2020

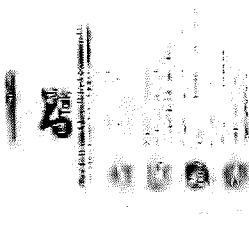
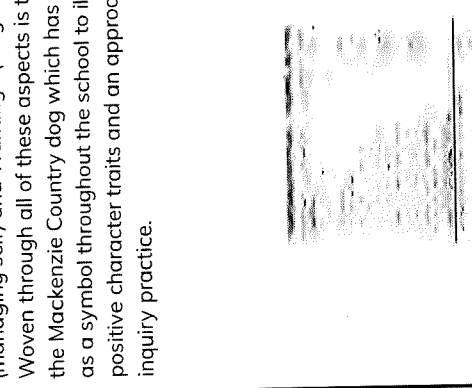
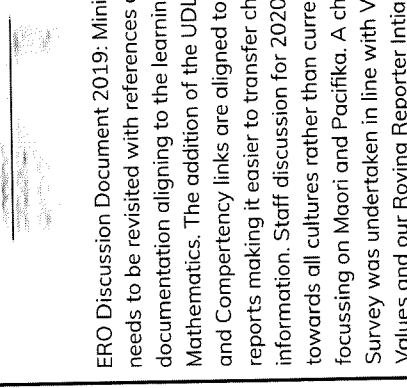
School Name:	Lake Tekapo School	School Number:	3406
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Strategic Goal: Learning to Learn - To develop, implement, monitor and review programmes and practices that strengthen student achievement

Section One: Student Achievement (Nag 1&2) Curriculum Delivery / Treaty of Waitangi / Policy – Review and documentation

2018 AOV Goals	2019 A.O.V.	2020 AOV
<p>150 Hours towards Digital Fluency Professional Development acquired and offered to the Community of Learning Cluster. Lake Tekapo School offered P.D. Time to cluster so that both collaboration and outcomes were COL wide. The continuation of P.D. Objectives as a focus in 2017. Next Step: Consolidate Evaluative Strategies across the school – Story Hui/ Design</p>	<p>The continuation of the 150 hours was allocated across the Community of Learning and formed the basis of the facilitation of Digital Fluency in the classrooms. Much of the in-house Professional Development was spent looking at ways to incorporate therapy (UDL Concepts) and relating these back to achievable ways to implement these in a small school. Areas such as</p>	<p>Digital Fluency PLD continued during 2019 with references made to the Te Manahuna Kahui Ako Achievement Challenge in Digital Fluency. The continuation of ways to incorporate the therapy (UDL Concepts / 7 Principals have been integral in the development of the Learning Design for Lake Tekapo School's teaching and learning framework and design brief. The Lake Tekapo</p>
		<p>The Digital Fluency PLD abruptly finished due to COVID 19 this year. This professional learning was in collaboration with the Mackenzie Kahui Ako and the hour allocation with CORE Education was used. Internal Professional Development has been undertaken with new staff at Lake Tekapo School based on new, relevant MOE documentation and our MOE</p>

<p>Thinking Frameworks.</p> <ul style="list-style-type: none"> - Students working collaboratively and using assistive tools to explore new learning environments. Facilitating shared learning by enabling students to join or create communities/classrooms of learners. This will be extended to beyond the classroom. - Not Achieved The creation of new supportive learning environment by incorporating the principles of Universal Design for Learning, Spirals for Inquiry and Story Hui, Design Thinking. Next Step: Teachers and Children to use Frameworks for evaluation purposes. Collaboration with COL On-going 2018 - Processes and Self Regulation Strategies employed in classrooms (ON Task/ Off Task / Dial) and reference tools to enable a greater focus on the student leading learning. Next Step: Website / Seesaw and Student Voice Opportunities to capture authentic learning. Key Competency Development embedded in classrooms and used as a behaviour management / celebration reference. Student goals set from Competency Indicators and students learning dispositions related back to the Vision and Values Posters. Next Step: Continue to integrate Growth Mindset and Values across the school. - Develop Parent Competencies for the school. Accelerated Learning Statement, Accelerated Schedule and Mini Goals negotiated with staff. Spirals for Inquiry undertaken as part of the Digital Fluency Professional Development. Teacher Observation Sheets consulted on but not effective due to time restrictions for staff. Maori and Pasifika Achievement Plans trialled in line with Vision and Values documentation. Next Step: Recording and Keeping evidence of Intervention strategies. - Student Voice Opportunities / Seesaw / Celebration. 	<p>Design Thinking, Story Hui and applicable ICT programmes were observed both in the classrooms and on Community of Learning days through collaboration and mentoring visits. For Lake Tekapo School the development of the Professional Development has been best highlighted with the trialling and establishment of the Accelerated Learning Schedule whereby the structure, thinking and Evaluation of Student achievement has been streamlined to suit the needs of the staff. This remains in development with new staff and ownership being pivotal as we work towards 2019.</p> <p>The School's Website was completed in May with a Facebook Thread added to the home page to report information to home. This platform also includes the school's calendar allowing important term dates to be seen well ahead of time. Seesaw has been established in both classrooms and the staff has worked through protocols for the establishment of this platform. The school will need to revisit this platform in 2019. Seesaw has worked particularly well in the Godley room with both the production of posts and annotated posts. A next step for 2019, Self, Peer and Group Assessment strategies moved forward with templated formats used and the establishment of the Self Regulation Strategies (DIAL, ON TASK/OFF TASK, 3 Lens Perspective) adding to the children's repertoire - In line with Learning Dispositions.</p> <p>Key Competency development continues with the Vision and Values being embedded in the school's documentation (Appraisal, Reports and , Student Achievement documentation. Parent Competencies have been developed in consultation with Parents and now sit alongside the Teacher and Children Competencies. Rewards and Behaviour are reflected in the Competencies with this to be reviewed in 2019. Mindset work and the teaching of Learning Disposition continue to complement the Vision</p>	<p>School adaptation of the Spirals for Inquiry has been developed in 2019 to include the Cultural Competency Statement and UDL Pathway information. ERO discussion of Sufficiency of Progress and creating more robust moderation practices have meant greater alignment of Documentation.</p>  <p>ERO Discussion Document 2019</p> <p>Seesaw posts continued and Parent Information Evening held to revisit parental feedback and reservations. Annotated posts in line with the Schoolwide criteria working effectively in the Godley room but still to be consistent in both classrooms. Movement made in line with the Growth Mindset Statement around self assessment strategies and self regulated strategies added to with the introduction of the HALT Strategy, Respond, Don't React and M3 Mindfulness Programme. Transition work with the Kindergarten and school is underway with regards to Louise Porter and Language and the alignment of Dispositions and Competencies.</p> <p>Parent Evening, School Camp, Skiing and End of Term Assemblies used as ways to reinforce Parent Competencies and Key Competency Development in 2019. The alignment of Values and Competencies is still being embedded in the School documentation with a broader lens being worked through at the BOT level. The introduction of the Board "Purpose" Roadmap will assist in the exposure of the School's Vision and Values. Behaviour and Reward have moved from weekly to daily with positive results.</p>	<p>Building Brief.</p>   <p>The linking and tracking of documentation with new staff has been a priority to ensure we are in line with the schematic diagram while continuing to incorporate UDL Concepts and the 7 Principles of Learning. Staff continue to adapt its Spiral for Inquiry to meet the assessment requirements and time restraints of a small school. Next Step: ERO discussion of Sufficiency of Progress and creating more robust moderation practices have meant greater alignment of Documentation.</p> <p>Growth Mindset Development to Accelerate Student Achievement continues with the promotion of Seesaw as a Learning Portfolio and as an opportunity to celebrate success. Seesaw is used school wide daily to reinforce the Key Competency development for our children. Next Step: Staff are still to annotate posts to reflect the learning intentions from school. School Wide Development with the 5 Ways to Wellbeing has been implemented and aligned to learning programmes in 2020. Next Step: With new staff the need to revisit HALT Strategy, Respond, Don't React, Dial, On task, Off Task and M3 Mindfulness Programme will be a priority. Transition work with the Kindergarten is on-going.</p>
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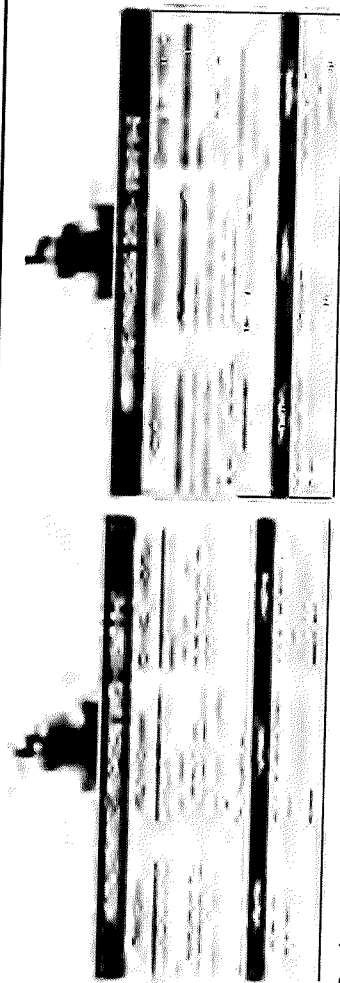
<p>I.C.T. - No movement with purchasing new devices - Consolidation with the use of devices and using them to assist learning in the classrooms. New Equipment purchased for the Green Room and trialling Google Home for the classrooms as well as student input into the school website. Next Step: Student Voice Roving Reporters / Recording Suite utilised.</p>	<p>and Values work that has been established at Lake Tekapo School. The Learning Processes have been consulted on and will be introduced as a way to continue to make the Vision and Values happen for the children.</p> <p>Accelerated Schedule has been trialled and reviewed in preparation for 2019. The format has reverted back to the earlier structure with the identification of Mini Goals, Key Competency Goals and Multisensory strategies. With changes of staff in 2018 (Release and Teacher Aide) this has formed the basis of staff meeting discussion for child intervention strategies and one to one assistance. The Maori and Pacifica documentation has been reviewed and altered in line with the Key Competency development to make it more user friendly for staff. This also ensures closer links are being made to the formal written reports throughout the year (reviewed and reformatted). A student voice survey was carried out in 2018 in line with Vision Posters with movement made around self, peer and group assessment opportunities. Next Step 2019: A UDL Individual Pathway Sheet will be added to the Accelerated Schedule to give further information for identified students. This will also be used across the school as a means of reporting at interviews in 2019.</p>	<p>ERO: The school's mission is 'Empowering a community of learners', supported by a vision which aligns closely to the local landscape: 'May our goals take us as high as the mountains, our learning as deep as the lake, and our knowledge shine through the night sky'. The overarching value of Tangata Whenuatanga (our place) supports the key competencies and further values of Ako (thinking), Whanaungatanga (relating and participating), Manaakitanga (managing self) and Wananga (language). Woven through all of these aspects is the icon of the Mackenzie Country dog which has been used as a symbol throughout the school to illustrate positive character traits and an approach to inquiry practice.</p>	 <p>Next Step: Review the Growth Mindset to Accelerate Student Achievement, aligning Self Regulated Strategies and Mindset and Roles of Beliefs Statement - Staff Development and Localised PLD - MOE.</p>
<p>Seesaw protocol adopted with Staff and Seesaw trailed in consultation with Parent stakeholders. Parent Interviews focussed on Seesaw and as a means to report children's learning. Next Step: Use digital platforms to engage, report and support children's learning / Parent Information on Digital Citizenship and 21st Century Learning.</p> <p>Sportstart initiative timetabled for daily participation. Sportstart criteria created for effective assessment in line with School Wide Criteria. Next Step: Continue to drive physical literacy and link these principles to the Key Competencies. Incorporate the new Fitness/ Bike Track and new Swimming Pool into the school's programme.</p>	<p>I.C.T. No movement with the purchase of new devices but the school has purchased a new Computer on Wheels charging station in preparation for the new school build. A second Google Home has been purchased so that both classrooms are using this classroom resource. The School Website has been completed and is up and running and this will need more time put into it around the maintenance of and administration updates when required. The Roving Reporters initiative worked well with senior children and will be extended into 2019 to include Teaching Topics and student priorities. Seesaw Platform is up and running and this is</p>	 <p>ERO Discussion Document 2019: Mini goals needs to be revisited with references and documentation aligning to the learning area of Mathematics. The addition of the UDL Pathway and Competency links are aligned to Written reports making it easier to transfer child information. Staff discussion for 2020 is moving towards all cultures rather than currently focussing on Maori and Pacifica. A child School Survey was undertaken in line with Vision and Values and our Roving Reporter Initiative has been student-led in 2019.</p>	<p>School Professional Development aligning Vision and Values and Curriculum Development has been a priority with new staff at Lake Tekapo School. The unpacking of the Localised Curriculum Flow Diagram to ensure alignment of "big picture" documentation has taken time and led to the application in MOE-Led Professional Development in 2021. Student involvement and voice has been instrumental in moving the development of Parent Competencies and 5 Ways to Wellbeing.</p>
<p>Front End Curriculum Framework consulted upon and worked through with Staff. Essence Statements completed with "The Arts" to be completed in 2018. Essence Statements reviewed by Staff and BOT. School Wide Criteria reformatted to Google docs and Collation Sheets and Judgement Criteria changed to suit. Next Step: Continue to use School Wide Criteria as student reference / Data Collation / Student Goals / and Indicators for Seesaw posts. Consistent use of Criteria in line with the Assessment Schedule. Consult and Trial Growth Mindset and Accelerated Achievement Statement.</p>	<p>Assembly Training - Not Achieved. Vision and Values continuation with reference to Vision and Values Posters. Competency</p>	 <p>Next Step: To pull together the student voice in the development of the GFC (Growth Mindset / 5 Ways to Wellbeing / Competency Certificate and work towards the Key Competency/ Flags for the school.</p>	<p>School Wide Vision and Values work aligned to the Purpose and Measurement Metrics at the Board of Trustees level.</p> <p>Next Step: Continue to work the BOT Tracker for</p>

<p>development worked through school wide with explicit teaching around symbolism with students. Parent Information Night held with another set for 2018. Next Step: Parent Competencies in line with Key Competencies and Teacher Competencies. Cultural Competency work Completed around Lake Tekapo Banner and Sense of Place in line with SAF Recommendations. Next Step: Complete School Narrative of "Our Place".</p> <p>Essence Statements to be reviewed in 2018. Staff Beliefs to be incorporated with links to Assessment Criteria. Next Step: To develop an Integrated Unit Plan across Learning Areas. Formative and Summative Statement negotiated with Staff and trailed in line with School Seesaw Protocol. Maori Achievement Template negotiated with staff in line with Competency work. Next Step: Trial different formative practices and keep evidence of effectiveness. Story Hui/Design Thinking/Reflective Opportunities/ Self, Peer, Group/ Digital</p>	<p>working particularly well in the Godley room. Seesaw posts were restricted to identified learning experiences and mostly involved individual children articulating their learning. This is mainly due to parent feedback about group or whole school posts as the intended use was to capture full classroom delivery to reflect learning. Next Step: The Seesaw Protocol will need to be reviewed so that the school can get clarification around parent expectations. This will be pulled in line with the Digital Citizenship, Parent Competency Information Night with a survey to parents. Teacher's will annotate seesaw posts in line with School Wide Criteria.</p> <p>As per 2018 next Step: Sportstart initiative timetabled for daily participation. Sportstart criteria created for effective assessment in line with School Wide Criteria. Next Step: Continue to drive physical literacy and link these principles to the Key Competencies. Incorporate the new Fitness/ Bike Track and new Swimming Pool into the school's programme.</p> <p>Front End Curriculum Framework has been pulled together with revised essence statements reviewed throughout the year. The Arts Essence statement was completed in line with School Production. School Wide documentation and collation sheets continue to be updated (NZ Curriculum Levels) and in line with new retemplated reports. The Growth Mindset Statement has been peer reviewed and consulted upon with BOT and Staff.</p> <ul style="list-style-type: none"> - Mindset to Accelerate Student Achievement - School Framework and Key Competency Links - Essence Statements - Formative and Key Competency Development - Integration - Why Reflect Statement - Recognising a Growth Mindset - 2019 Learning Processes - Maori - Gifts and Talents - Accelerated Learning Statement 	<p>ICT No purchases made with plans for new school build 2020. The School Website is operational with a Communication Plan being reviewed and updated with BOT. Maintenance and updating of the website in the process of being delegated our to ensure documentation and information is up to date as well as enrolment needs: Folders / Seesaw Account etc.</p> <p>Curriculum Integration and Sportstart integration - Physical Literacy Goals. - No movement i 2019.</p> <p>Curriculum Framework pulled together with essence statements reviewed throughout the year. School Wide documentation and collation sheets continue to be updated with NZ Curriculum Levels and descriptors. ERO: Much of the learning is driven by key competencies and children are able to relate these to progress in learning and wellbeing. ERO: Children whose learning needs to be accelerated are identified and closely monitored. They receive a range of targeted and well-documented interventions.</p> <p>Growth Mindset to Accelerate Student Achievement is being implemented and will continue to be build upon: ERO: The school's positive and student-centred approach provides opportunities for authentic and bicultural practices that reflect the language, culture and identity of the children. Staff know the children well and are responsive to their needs and interests. The establishment of an effective transition-to-school programme enables children new to the school to feel confident and quickly establish routines that support their learning. The key competencies and school's values run throughout all teaching and learning. Children know the values and key competencies well and use them to support self-management skills, regulate their own behaviour and make positive choices about their learning. Children are regularly affirmed and celebrated for their</p>	<p>Reporting and ensuring equitable delegation roles when reporting to the BOT.</p>  <p>Teacher Only Day held in Term 4 to review and unpack school documentation and curriculum delivery at Lake Tekapo School. School Assessment Practices reviewed and worked through in the development of the progression pathways. These were explained and consulted upon at the Parent Information Night in Term 4. Cultural Competency documentation still needs to be reviewed. School Communication Survey and Health Consultation completed. Next Step: Learning Progression Pathways unpacked and formatted in "kids speak". Written Reports to be reformatted to reflect progressions across the school. Roving Reporter implementation to be revisited.</p> <p>Communication Survey sent out in 2020. Purchase of ICT equipment prioritised as part of the School Project spend.</p> <p>Curriculum Integration reviewed Teacher Only Day and in consultation with staff. This is being aligned to Localised Curriculum development.</p>  <p>Alignment of School Wide Criteria to NZC Curriculum Levels. Staff consultation and Progressions work towards Learning Progression Posters. Integrated Plan consulted with Staff and to be unpacked on use.</p>
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	<p>- Skiing Statement (EOTC) Next Step: Review Mindset Statement.</p> <p>Parent Information Nights held and parent Competencies consulted with parents. These fall in line with Teacher Competencies and Children's competencies. Our Cultural Competencies work continues around "Our Place" with plans focussed for 2019 around Te Ana Rock Art and the School Narrative. Lake Tekapo School recieved a WAVE award for Maori at the end of 2018 and plans to complete in 2019.</p>	<p>progress, achievements and participation, and for upholding the school's vision and values</p> <p>ERO: Well-developed community relationships provide opportunities for the school to act as a learning hub. The curriculum demonstrates the school's commitment to active Treaty of Waitangi partnership, and relate directly to authentic local opportunities for all children. External professional expertise supports the staff in building capabilities to improve outcomes for children. There are opportunities for teachers to reflect on their teaching practices.</p>	<p>Next Step: Essence Statement Review 2021. Targeted Intervention Practices to be a Priority in line with the Priority Learners Schedule.</p> <p>To continue to make movement on 2019 ERO Recommendation: ERO: The school's positive and student-centred approach provides opportunities for authentic and bicultural practices that reflect the language, culture and identity of the children. Staff know the children well and are responsive to their needs and interests. The establishment of an effective transition-to-school programme enables children new to the school to feel confident and quickly establish routines that support their learning. The key competencies and school's values run throughout all teaching and learning. Children know the values and key competencies well and use them to support self-management skills, regulate their own behaviour and make positive choices about their learning. Children are regularly affirmed and celebrated for their progress, achievements and participation, and for upholding the school's vision and values</p> <p>ERO: Well-developed community relationships provide opportunities for the school to act as a learning hub. The curriculum demonstrates the school's commitment to active Treaty of Waitangi partnership, and relate directly to authentic local opportunities for all children. External professional expertise supports the staff in building capabilities to improve outcomes for children. There are opportunities for teachers to reflect on their teaching practices.</p>
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Evaluation 2020 - So What?

- ERO Recommendation: To improve the analysis and reporting of learning information to know about the sufficiency of progress of all children, particularly those targeted for acceleration.
- Streamline the Accelerated Schedule to include UDL Pathway, Cultural Competency documentation and Spiral Framework for reference and focus. Pull together Intervention games for Mathematics. - Record Intervention and Progress at the Point in time to be able to clearly track Sufficiency of Progress. - Also Collation Sheets.
- 2021 Seesaw - Annotated Posts in line with the Learning Intentions and Criteria- Reporting to Parents. - Planned for in line with Curriculum Framework.
- Revisit HALT and Respond - Begin to reflect Kahui Ako Achievement Challenge in Wellbeing - 5 Ways of Wellbeing. Positive Learning and Behaviour Work.
- Continue to consolidate the Learning Processes in 2021 - In line Vision and Values: Fetch it, Play with it, Bring it Home - Addition of Science / Technology Process 2021.



- Roving Reporter Interviews - 7 Principles - Student Voice moving forward / Review Growth Mindset to Accelerate Student Achievement Statement - Local Expertise Investigated.
- 2021 Mindset work and the teaching of Learning Disposition to continue..... (2/4 New Staff 2020 - Principal Sabbatical Term One 2021)
 - Mindfulness continued - Reestablishment of M3 Programme.
 - Resilience (Revisit)
 - Sustainability and Localised Initiatives - MOE PLD 2021 - In House Localised Programmes - Sprout, 5 Ways to Wellbeing.
 - Progression Posters finalised for Publishing - School Written Reports aligned to the Progression Posters.
 - Thinking Levels - BLOOMS, Character Traits - Thinking Hats, Inclusive Education, UDL Characteristics - Key Competency Development - GFC Certificates and Key Competency Flags.
 - Creativity and Motivation - Review Growth Mindset Statement and Sabbatical Findings 2021.
 - Te Pae Mahutonga (Southern Cross)
 - UDL Learning Pathway - Whole School and Accelerated Learning Schedule - Possible Student Voice Version to be made.
- Parent Information Night 2021 - Localised Curriculum and Responsiveness to Community - Reporting and Engaging.

Refer Evaluation Document 2021.



Analysis of Variance 2020

Community Engagement / Inclusion - To provide a dynamic learning environment for our students by ensuring our students are supported by their families and the wider school community in their educational endeavours

Section Two: Teachers / Programmes (Nag 2/3) - Policy - Review and Documentation / Personnel			
2018 AOV Goals	2019 Evaluation and Next Steps	2019 AOV	2020 AOV
Essence Statements to be reviewed in 2018. Staff Beliefs to be incorporated with links to Assessment Criteria. Next Step: To develop an Integrated Unit Plan across Learning Areas.	Essence Statements reviewed and included in front end documentation. An Integrated Plan was trialled in 2018.	The Education Review Office reviewed Lake Tekapo School in 2019 and made the following statements about the school's position: It has made good progress in the following:	In house Professional Development of the Localised Curriculum Documentation and aligned

Spiral for Inquiry Work undertaken as part of the Digital Fluency Professional Development. Documentation reviewed in line with this work. Collation Sheets reformatted after discussions around planning templates and Teacher Observation Sheets. Multi-Sensory Menu created in line with Accelerated Learning Schedule. Staff will continue to Trial and keep evidence of eg: Purposeful use of Seesaw as a reporting tool.

Our Code / Our Standards workshop attended. Next Step: Allow for greater opportunities to reflect on practice and evaluate own practice. **Next Step:** Link Code Values and Indicators to School Vision and Values: What does this look like for Lake Tekapo School? Teacher Reflection and Student Reflection. Allow students greater formative opportunities and student voice opportunities.

As Above: Vision and Values continuation with reference to Vision and Values Posters. Competency development worked through school wide with explicit teaching around symbolism with students. Parent Information Night held with another set for 2018. Next Step: Parent Competencies in line with Key Competencies and Teacher Competencies. Cultural Competency work completed around Lake Tekapo Banner and Sense of Place in line with SAF Recommendations. **Next Step:** Complete School Narrative of "Our Place".

Website under construction: Next Step: Get Website up and going with Curated Content.

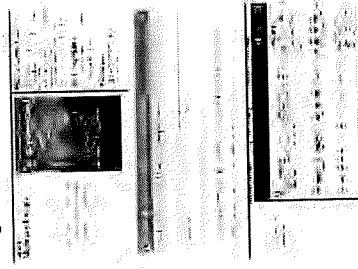
As above: Our Code / Our Standards workshop attended. Next Step: Allow for greater opportunities to reflect on practice and evaluate own practice. **Next Step:** Link Code Values and Indicators to School Vision and Values: What does this look like for Lake Tekapo School? Teacher Reflection and Student Reflection. Allow



Staff continue to work through a Integrated unit plan that demonstrates the links between NZ Curriculum Achievement Objectives, School Wide Criteria and our Long Term Plan. (Next Step)

Lake Tekapo School is trialling the Accelerated Learning Schedule in answer to the PLD Spiral for Inquiry development. The introduction of Seesaw and UDL work through the Professional Development means that this will be ongoing into 2019. Next Step: UDL Learning Pathway.

Our Code/ Our Standards documentation linked to the Lake Tekapo School Values and Teacher Competencies. Professional and School Wide Goals have been reflected on in line with Front End Documentation to be reviewed le: Integration Target, Why Reflect, Behaviour.



School Reports Reformatted in line with Vision and Values and School Wide documentation. Emphasis has been placed on the Key Competencies. Next Step: OTJ and Points of time within NZ Curriculum Levels.

- Localising the curriculum

- Digital fluency

- Integrating bicultural practices, including success for Māori students.

- Understanding the relevance of data and tracking student progress

- Much of the learning is driven by key competencies and children are able to relate these to progress in learning and wellbeing.

- Children whose learning needs to be accelerated are identified and closely monitored. They receive a range of targeted and well-documented interventions.

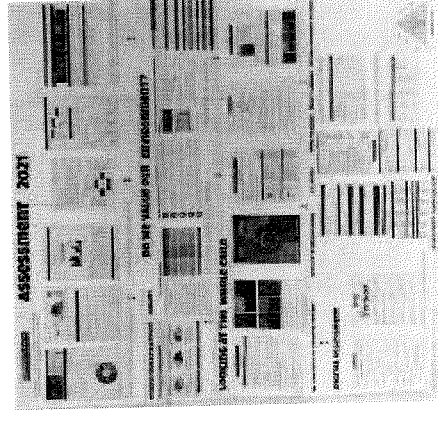
- Good use is made of the local environment, and teachers tailor the curriculum to provide meaningful contexts that centre on the landscape, its history and the stories that surround it.

- Children are regularly affirmed and celebrated for their progress, achievements and participation, and for upholding the school's vision and values



- Well-developed community relationships provide opportunities for the school to act as a learning hub. The curriculum demonstrates the school's commitment to active Treaty of Waitangi partnership, and relate directly to authentic local opportunities for all children. External professional expertise supports the staff in building capabilities to improve outcomes for children. There are opportunities for teachers to reflect on their teaching practices.

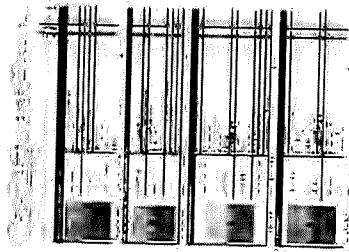
assessment practices. Digital Technologies work.



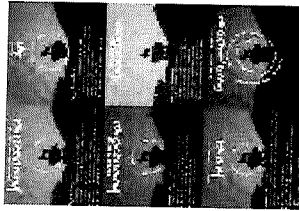
School Wide Bicultural Practices - Reinforcement of Tangatata Whenuatanga, Matariki, Mihi and Haka. Building Opening with Creation Story and Te Whare Tapu Wha. Rock Art continuation and Heke / Rawa leaving initiative. Assembly Greetings.

students greater formative opportunities and student voice opportunities.

Parent / Teacher Association set up 2017. Wishlist to be compiled.



Parent Competencies Completed and consulted upon with Parent Community. These fall in line with Teacher Competencies and Children's Competencies.



Next Step: Digital Citizenship, Parent Competency Information Night 2019. Website completed in May 2018

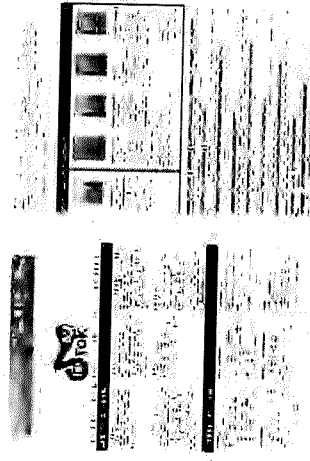


The improvement-focused board, leadership and staff are committed to the school's vision, values and outcomes for children's learning and wellbeing.



The alignment of all documents and communications reinforces the culture, vision and values of the school. The staff demonstrate high levels of collaborative practice and relational trust.

The school's 2019 goals include a focus on transition to school, staff professional learning and development towards effective practice, and specific achievement targets which align teaching and learning with the school's vision.



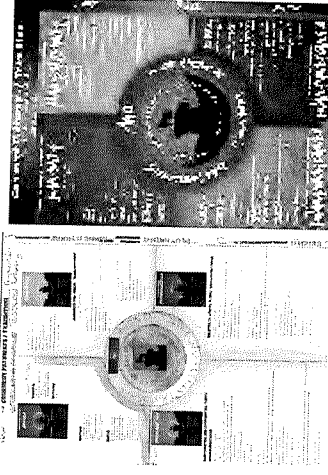
Communication of Teaching and Learning / Vision and Values



Next Step:

- Integrating bicultural practices, including success for Māori students. Ensuring the Curriculum Framework reflects the partnership of Treaty of Waitangi.
- Use of Reo naturally in the classrooms.
- Creation Story as a Visual Poster for the School and Community.
- Korowai (cloak) as part of Transition Protocol.

In House Assessment Professional Development reviewing assessment requirements and in the development of the Progression Profiles.



Next Step:

- Utilise and make the most of the relevance of data when tracking student progress. The continuation and development of the Learning Progressions, both Posters and School Wide Criteria.

- Written Report Review so that these align to the Progression Posters and School Wide Criteria.

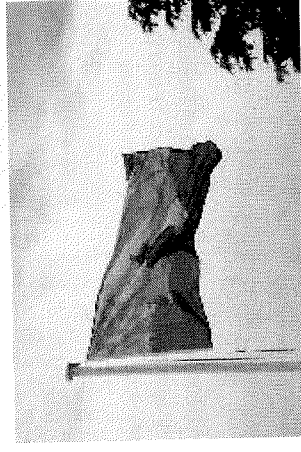
- Student Voice Tracking Sheets - Kids speak related to Progression Posters. (In class).

Continuation of the ERO Recommendations 2019
- Held up due to COVID 19 and Building Progress and Transition.

Next Step:

Key Competency Flag / G.F.C Development - Student work in the design of the Growth

Mindset, 5 ways to Wellbeing and Competency Certificates. / Competency Flag Development.



The improvement-focused board, leadership and staff are committed to the school's vision, values and outcomes for children's learning and wellbeing. - Purpose / Measurement Metrics and Tracker Development 2020.



Evaluation 2020 Moving into 2021 - So What?

SCHOOL / BOT PERFORMANCE EVALUATION

- Purpose and Measurement Metrics for Staff and BOT - Tracker and Delegation across the Lake Tekapo Board of Trustees - Reporting Achievement - Springboard Trust 2021 Professional Development.
- SchoolDocs - Policies and Procedure Review - Set out Measurement Metric under Nag Responsibility and associated policies for clarification of Delegated role and responsibility.
- PLD 2021 - Localised Curriculum / Digital Technologies Curriculum Implementation - Align Kahui Ako Achievement Challenges - Digital Fluency / Coherent Pathways / Wellbeing P.D.
- Growth Mindset to Accelerate Student Achievement Review 2021 - Unpack Mindset and Beliefs documentation - Sabbatical Findings. Utilise Story Hui and Design Thinking Frameworks across the cluster and in classrooms and staff. Investigate other frameworks to add to the repertoire so that these become common practice (frameworks for conversations).
- Greater use of Graphic / Concept Maps
- Explore and trial Self Regulation Strategies and UDL philosophy - Revisit HALT, Respond, Don't React, Louise Porter Behaviour / Wellbeing - 5 Ways / Positive Learning and Behaviour.
- Extend into Mindfulness Strategies and Reflective Opportunities / Motivation and Engagement 2020 - Continuation of M3 Initiative and Andy's Brain - Roving Reporters.
- Unpack and reformat School Reports in line with the Progression Profiles. - Class based Reference to make assessment visible.
- Format Universal Design for Learning Criteria for Student and Parents - Plain Language for Reporting to Parents.
- Whole School and addition to Accelerated Schedule - Reporting to Parents in Interviews - Add Spiral for Inquiry Framework for Scaffolding Teacher Discussion.
- Teacher Walkthroughs to be revisited in 2021 in line with Professional Goals - Appraisal Documentation - Investigate Growth Cycle for Teachers.
- School Wide Processes in line with Lake Tekapo School Vision and Values ie: Fetch it / Play with It / Bring it Home - Science and Technology to be added.

GROWTH MINDSET TO ACCELERATE STUDENT ACHIEVEMENT GOALS / EVALUATION 2020

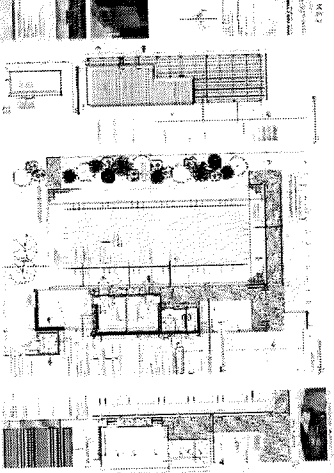
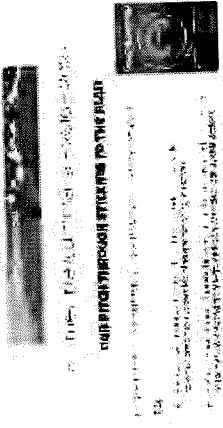
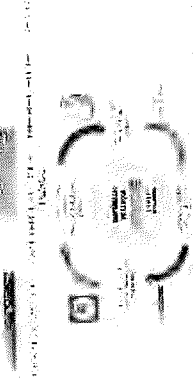
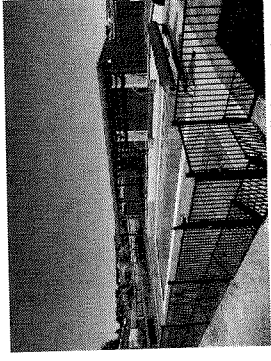
- Universal Design for Learning and Classroom Dispositions - Thinking Frameworks (Story Hui / Design Thinking) - RTLB Tracey Howard to be contacted.
- Curriculum Delivery Plan and Framework and Integrated Planning - Guide Teacher Planning and assessment
- Te Pae Mahutonga – The Southern School - Linking Mindset to the Sky incorporating Myth - Make Creation Story into a Visual Poster.
- Guiding Children's Behaviour - Louise Porter - Collaborative Meeting with South Canterbury Kindergarten- Shared Language - Korowai for Transition and Heke.
- Play Based Pedagogy (Transition) - Alison Brierley and the South Canterbury Kindergarten- Parent Steering Group
- Key Competency Awards - G.F.C. Certificates and Key Competency Flags. Engage Community into daily focus Competency.
- WAVE - Learning through Games
- Morning Movement - Mindfulness Techniques / Movement (Rakau, Jump Jam, Movement, Traditional Games, Thinking Videos/ koosh / Fitness)
- Integrated Unit Plan for the Whole School - the links between NZ Curriculum Achievement Objectives, School Wide Criteria and our Long Term Plan - Reading - Writing - Mathematics Integration in line with School Wide Focus (Mindset and Dispositions, Sustainability, Learning to Learn - Student -Led)
- Paired Writing and Reciprocal Reading continuation and consolidation - Blocked per term.

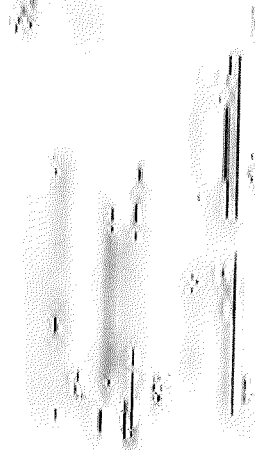

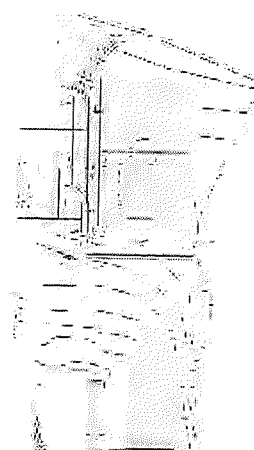
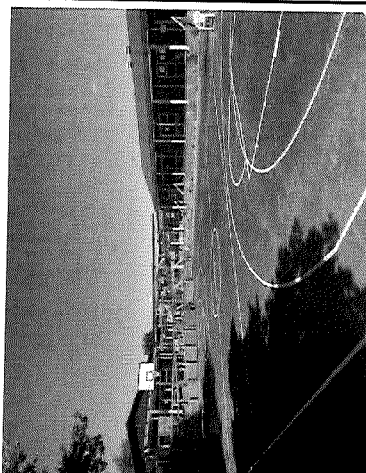


Analysis of Variance 2020

Strategic Goal: Future Focus and Coherence : To provide the opportunity for our students to develop the skills for lifelong learning

Section Three: School Systems (Nag 4,5,6) Property and Finance / Health and Safety / Legislation

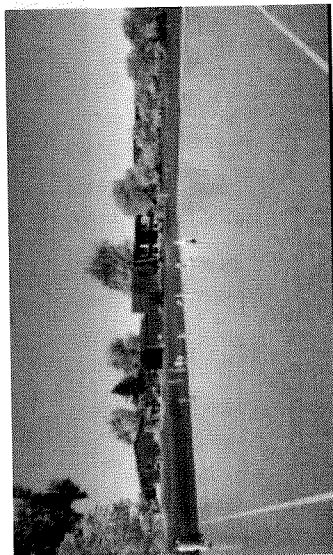
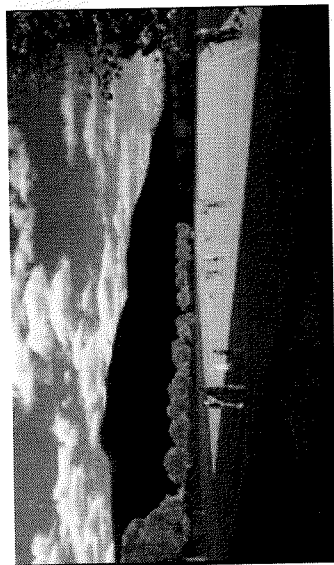
2018 AOV Goals		2019 - Evaluation	2020
<p>School documentation moved to the cloud. School documentation being linked for ease of planning and integration. Digital Fluency Professional Development continuation into 2018. Next Step: Consolidate learning from Digital Fluency PD - Spirals / Universal Design for Learning, Moderation, Innovative Teaching Frameworks for Evaluation as per above.</p> <p>ICT Next Steps: COW - Computers on Wheels / Docking Station Google Home Trial Mobile Presentation Board/TV More Chromebooks / ipads Window Surface tablets - Creative Concepts Furniture Green Room Initiative - Recording Studio Website linked to Student Voice. School Garden - Possible work with the Lake Tekapo Regional Park - Nursery. School Garden to be looked into - No Movement to date.</p> <p>Dental Clinic Upgrade completed Term One 2018 Uses for: Music and Music Itinerant Plunket - Community Learning Support Space - One to One support Senior Room - Learning Space - Website Recording Studio</p> <p>Pool Upgrade completed Term One 2018. Community usage to be worked through and Teaching and Learning Programme - Possible links to Tekapo Springs.</p>	<p>Digital Fluency Professional Development continuation 2018. Next Step: Consolidate learning from Digital Fluency PD - Spirals / Universal Design for Learning, Moderation, Innovative Teaching Frameworks for Evaluation as per above.</p> <ul style="list-style-type: none"> - COW purchased 2018 - Google Home purchased for both rooms - Green Room Opened and equipment purchased - Website completed. <p>Children working in Regional Park - Mulch</p> <p>Pool Upgrade: Pool installed and Changing sheds in process. Phased approach before moving into Community.</p>  <p>Plans consented and phased approach taken.</p> <p>New School Build Acknowledgement. Design Brief and Transformation / Property Briefs</p>	<p>Digital Fluency focus for 2019 has been on Scaffolded conversations and adapting these for the classroom. This focus is on the "thinking" and "planning" when considering Digital Fluency ensuring the dispositions and processes are relevant to the tool. Other areas investigated have been:</p> <ul style="list-style-type: none"> • Green Screen • Classroom Aps • Seesaw <p>Children have visited the Regional Park to assist with thr trees and mulching. The School has entered into a community initiative "Paint the town Green that will help grow this project and offers some localised learning experiences for our children in 2020. The project is focussed on growing, planting and the idea of sustainability. It is hoped that in 2020 more can be made of this local area by including a summer initiative for the school.</p> <p>The school progresses with the school pool. More funding applications have been sent and secured and as a school we are working closely with the Mackenzie District Council and Lake Tekapo Community Board to ensure that this becomes a community asset. The idea of the pool has been extended to include the Reserve at the back of the school. This will assist with developing our Paint the Town Green initiative and other opportunities for the children ie: Naming of the Reserve.</p>	<p>Digital Fluency Professional Development finished at the end of COVID 19.</p>  <p>Time Line and Summary of Projects</p>  <p>School Initiatives in line with Localised Curriculum</p>  <p>Pool Completed End of 2020.</p>

<p>Priority 2018 10YPP Plan completed but will need to be reprioritized due to structural issue in the main buildings. School Support, Ministry of Education and Mackenzie Council working with Structural Engineers to ensure buildings are safe looking to the future. Next Step: Full Structural Report to be undertaken in consultation with the Ministry of Education around proposed new buildings.</p> <p>Policies and Procedures - Next Steps. School docs subscription and Training 2018.</p> <p>As Above</p>	<p>2018.</p>  <p>School docs Survey completed and Policies and Procedures reviewed for Schooldocs platform 2018.</p>  <p>Linka Tolapp</p>	<p>The School Build started in September 2019 and is due for completion in April 2020. The Teaching and Learning Plan has been focused on making use of this opportunity.</p>	<p>Next Step: Reserve and Landscaping Plan begun. Special Investment Property Grant.</p>  <p>School Build Completed December 2020 School Opening December 2020</p> 
<p>Evaluation 2020 - So What ?</p> <ul style="list-style-type: none"> • Budget Allocation and Funding streams Monitored as per Project Budget • 10YPP Plan consulted upon and 5YA allocated. - linking outside spaces to inside spaces - Sprout, Sustainability, Workshop etc (refer plan below) • Special Property Investment Fund - Landscaping Initiative and Reserve alignment - linking outside spaces to inside spaces - Sprout, Sustainability, Workshop etc (refer plan below) • Furniture and ICT Purchases in line with Property and Building Brief 2018-20121. • Localised Curriculum Professional Development applied for and confirmed for 2021 • Digital Technologies Professional Development • Strategic Leadership for Rural Principals Professional Development 2021 • Principal Sabbatical Term One 2021 - Peer Review Term One 			

Education Brief for small scale projects

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Special Investment Project



we have an opportunity to "Localise" our curriculum

Community Reserve
Cricket / Frisbee Golf
Sports Ground

Community Instruction
Water Skills / Kayaking
HEALTH AND P.E.

Community Garden in line with Kindergarten and Local Business

Community Instruction
Workshop
Science and Technology
Mathematics &

community
engagement

Community Space - Green Room
Music / Specialist Teaching and
Tuition / Plunket / Meeting Room
**THE ARTS / SCIENCE
and TECHNOLOGY**

Community Teaching and Learning Space
Mindfulness / Pilates / Food and Nutrition / Trauma
Presentation Room / Workshops / PLD / Trauma
Health and P.E. / THE ARTS
TECHNOLOGY

Community Sports Field - School
Investment Package
Rugby / Soccer Field
Running Track
Fitness
HEALTH AND P.E

we have an opportunity to build transition for our tamariki

TRAINING TEAM

LONG CREDITING PRACTICES WERE BE REVIEWED FOR PAYMENT WITHIN 15 DAYS TO THAT PEOPLE CAN HAVE AND
NOTES - HAVE AND ATTENDANCE RECORDS
 AND TAKEN

Die *Phragmites* sind in der Regel in den flachen, feuchten, sandigen oder schluffigen Böden zu finden, die in der Regel in den flachen, feuchten, sandigen oder schluffigen Böden zu finden sind. Die *Phragmites* sind in der Regel in den flachen, feuchten, sandigen oder schluffigen Böden zu finden, die in der Regel in den flachen, feuchten, sandigen oder schluffigen Böden zu finden sind.

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TRANSPORTATION

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