

# BUCKLAND SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2022

#### School Directory

**Ministry Number:** 1239

**Principal:** Mavis Glasgow

**School Address:** 72 George Crescent  
Buckland

**School Postal Address:** 72 George Crescent  
R D 2  
Pukekohe 2677

**School Phone:** 09 238 9419

**School Email:** [gills@buckland.school.nz](mailto:gills@buckland.school.nz)

#### Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Darryl Goldsack	Chair Person	Re-Elected 3/8/22	August 2025
Mavis Glasgow	Principal ex Officio	Principal - appointed January 2005	
David Honiss	Parent Rep	Re-Elected 3/8/22	August 2025
Sarah Herring	Parent Rep		August 2022
Brandon Foster	Parent Rep		August 2022
Andrew Maunder	Parent Rep		August 2022
Lisa Robertson	Staff Rep	Resigned 16/12/22	August 2025
Rhiannon Spencer	Parent Rep	Elected 03/8/22	August 2025
Stuart Dunn	Parent Rep	Elected 03/8/22	August 2025

**Accountant / Service Provider:** Tommy and Co Limited  
Chartered Accountants & Advisors  
7 Wrightson Way  
Pukekohe

# BUCKLAND SCHOOL

Annual Report - For the year ended 31 December 2022

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# Buckland School

## Statement of Responsibility

For the year ended 31 December 2022

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2022 fairly reflects the financial position and operations of the school.

The School's 2022 financial statements are authorised for issue by the Board.

Darryl Goldsack  
Darryl Goldsack  
Full Name of Presiding Member

*Darryl Goldsack*  
Signature of Presiding Member

26/5/23  
Date:

Mavis Glasgow  
Mavis Glasgow  
Full Name of Principal

*M. A. Glasgow*  
Signature of Principal

26/5/23  
Date:

# Buckland School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Revenue</b>				
Government Grants	2	2,184,931	2,305,631	2,262,405
Locally Raised Funds	3	103,943	41,266	64,967
Interest Income		34,159	17,000	15,509
<b>Total Revenue</b>		<b>2,323,033</b>	<b>2,363,897</b>	<b>2,342,881</b>
<b>Expenses</b>				
Locally Raised Funds	3	80,052	22,766	38,824
Learning Resources	4	1,569,745	1,553,168	1,653,472
Administration	5	100,016	112,362	104,356
Finance		535	-	881
Property	6	617,003	614,055	455,310
Loss on Disposal of Property, Plant and Equipment		2,075	-	1,225
		<b>2,369,426</b>	<b>2,302,351</b>	<b>2,254,068</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>(46,393)</b>	<b>61,546</b>	<b>88,813</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>(46,393)</b>	<b>61,546</b>	<b>88,813</b>

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

# Buckland School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Equity at 1 January</b>		2,038,752	2,186,031	1,949,939
Total comprehensive revenue and expense for the year		(46,393)	61,546	88,813
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		1,875	-	-
Accumulated comprehensive revenue and expense		1,994,234	2,247,577	2,038,752
<b>Equity at 31 December</b>		1,994,234	2,247,577	2,038,752

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.

# Buckland School

## Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	49,357	50,000	112,324
Accounts Receivable	8	110,107	107,000	150,965
GST Receivable		40,388	50,000	-
Prepayments		4,845	4,500	4,262
Inventories	9	24,060	22,500	18,714
Investments	10	1,375,704	1,527,343	1,527,361
		<u>1,604,461</u>	<u>1,761,343</u>	<u>1,813,626</u>
<b>Current Liabilities</b>				
GST Payable		-	-	320
Accounts Payable	12	174,603	168,000	142,127
Provision for Cyclical Maintenance	13	33,327	2,167	2,000
Painting Contract Liability	14	8,960	8,960	8,960
Finance Lease Liability	15	3,670	3,670	4,195
Funds held in Trust	16	23,926	24,000	14,500
Funds held for Capital Works Projects	17	25,377	25,377	26,385
		<u>269,863</u>	<u>232,174</u>	<u>198,487</u>
<b>Working Capital Surplus/(Deficit)</b>		<b>1,334,598</b>	<b>1,529,169</b>	<b>1,615,139</b>
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	729,311	726,159	437,158
		<u>729,311</u>	<u>726,159</u>	<u>437,158</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	13	67,924	6,000	4,500
Painting Contract Liability	14	427	427	5,580
Finance Lease Liability	15	1,324	1,324	3,465
		<u>69,675</u>	<u>7,751</u>	<u>13,545</u>
<b>Net Assets</b>		<u><u>1,994,234</u></u>	<u><u>2,247,577</u></u>	<u><u>2,038,752</u></u>
<b>Equity</b>		<u><u>1,994,234</u></u>	<u><u>2,247,577</u></u>	<u><u>2,038,752</u></u>

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

# Buckland School

## Statement of Cash Flows

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		502,946	690,634	527,375
Locally Raised Funds		145,875	83,198	168,525
Goods and Services Tax (net)		(40,708)	(50,320)	(7,153)
Payments to Employees		(251,938)	(239,751)	(228,255)
Payments to Suppliers		(246,956)	(210,126)	(225,778)
Interest Paid		(535)	-	(881)
Interest Received		29,629	13,264	15,535
Net cash from/(to) Operating Activities		138,313	286,899	249,368
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(351,688)	(348,695)	(55,420)
Purchase of Investments		-	18	(15,405)
Proceeds from Sale of Investments		151,657	-	
Net cash from/(to) Investing Activities		(202,103)	(348,677)	(70,825)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		1,875	-	
Finance Lease Payments		(4,317)	(3,885)	(5,973)
Painting contract payments		(5,153)	(5,153)	(2,118)
Funds Administered on Behalf of Third Parties		8,418	8,492	(70,806)
Net cash from/(to) Financing Activities		823	(546)	(78,897)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(62,967)</b>	<b>(62,324)</b>	<b>99,646</b>
Cash and cash equivalents at the beginning of the year	7	112,324	112,324	12,678
<b>Cash and cash equivalents at the end of the year</b>	7	<b>49,357</b>	<b>50,000</b>	<b>112,324</b>

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

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

# Buckland School

## Notes to the Financial Statements

### For the year ended 31 December 2022

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

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

##### b) Basis of Preparation

###### **Reporting Period**

The financial statements have been prepared for the period 1 January 2022 to 31 December 2022 and in accordance with the requirements of the Education and Training Act 2020.

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

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

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

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

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

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expense 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 best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance 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. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. 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. Finance lease liability disclosures are contained in note 15.

#### **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.

Other Ministry Grants for directly funded programs are recorded as revenue when the School has the rights to the funding in the period they relate to. The grants are not received in cash by the School and are paid directly by the Ministry of Education.

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

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

#### **Other Grants where conditions exist**

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 recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

#### **Interest Revenue**

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

### **d) Finance Lease Payments**

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

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

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

### **f) Accounts Receivable**

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

### **g) Inventories**

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

### **h) Investments**

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

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

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

Improvements (funded by the Board) to buildings owned by the Crown or directly by the board 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	10–50 years
Board Owned Buildings	5-21 years
Furniture and equipment	3–20 years
Information and communication technology	3–14 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

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

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

#### **Non cash generating assets**

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the School estimates the asset's recoverable service amount. 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.

**k) Accounts Payable**

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

**l) Employee Entitlements***Short-term employee entitlements*

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

**m) 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.

**n) Funds held for Capital works**

The school directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose as such 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.

**o) Provision for Cyclical Maintenance**

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

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

The schools carries out painting maintenance of the whole school over a 7 to 10 year period, the economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

**p) Financial Instruments**

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

**q) Goods and Services Tax (GST)**

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

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

Commitments and contingencies are disclosed exclusive of GST.

**r) Budget Figures**

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

**u) 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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	408,239	346,802	398,808
Teachers' Salaries Grants	1,263,150	1,257,288	1,367,856
Use of Land and Buildings Grants	418,835	504,988	367,174
Other Government Grants	94,707	196,553	128,567
	<u>2,184,931</u>	<u>2,305,631</u>	<u>2,262,405</u>

## 3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Revenue</b>			
Donations & Bequests	9,780	14,500	9,644
Fees for Extra Curricular Activities	50,795	2,916	25,188
Trading	38,000	23,850	19,625
Fundraising & Community Grants	5,368	-	10,510
	<u>103,943</u>	<u>41,266</u>	<u>64,967</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	49,328	2,916	25,671
Trading	30,724	19,850	13,153
	<u>80,052</u>	<u>22,766</u>	<u>38,824</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>23,891</u>	<u>18,500</u>	<u>26,143</u>

## 4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	31,204	36,536	33,069
Equipment Repairs	151	400	-
Employee Benefits - Salaries	1,465,280	1,440,319	1,543,591
Staff Development	11,924	15,000	16,093
Depreciation	61,186	60,913	60,719
	<u>1,569,745</u>	<u>1,553,168</u>	<u>1,653,472</u>

## 5. Administration

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Audit Fee	5,392	5,392	4,688
Board Fees	4,460	4,400	4,780
Board Expenses	6,911	8,900	8,438
Communication	4,502	4,700	4,411
Consumables	7,050	9,700	9,584
Other	18,471	22,020	17,143
Employee Benefits - Salaries	48,527	51,750	50,310
Insurance	4,703	5,500	5,002
	<u>100,016</u>	<u>112,362</u>	<u>104,356</u>

## 6. Property

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Caretaking and Cleaning Consumables	45,710	53,400	42,239
Consultancy and Contract Services	2,073	-	1,136
Cyclical Maintenance Provision	94,751	1,667	(2,729)
Grounds	10,717	12,800	13,603
Heat, Light and Water	19,293	19,000	15,193
Repairs and Maintenance	25,624	22,200	18,694
Use of Land and Buildings	418,835	504,988	367,174
	<u>617,003</u>	<u>614,055</u>	<u>455,310</u>

The use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

## 7. Cash and Cash Equivalents

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Bank Accounts	49,357	50,000	112,324
Cash and cash equivalents for Statement of Cash Flows	<u>49,357</u>	<u>50,000</u>	<u>112,324</u>

Of the \$49,357 Cash and Cash Equivalents, \$25,377 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2023 on Crown owned school buildings.

## 8. Accounts Receivable

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Receivables	-	-	41,932
Interest Receivable	7,794	7,000	3,264
Teacher Salaries Grant Receivable	102,313	100,000	105,769
	<u>110,107</u>	<u>107,000</u>	<u>150,965</u>
Receivables from Exchange Transactions	7,794	7,000	45,196
Receivables from Non-Exchange Transactions	102,313	100,000	105,769
	<u>110,107</u>	<u>107,000</u>	<u>150,965</u>

## 9. Inventories

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Stationery	2,528	2,500	2,445
School Uniforms	21,532	20,000	16,269
	<u>24,060</u>	<u>22,500</u>	<u>18,714</u>

## 10. Investments

The School's investment activities are classified as follows:

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Current Asset			
Short-term Bank Deposits	1,375,704	1,527,343	1,527,361
	<u>1,375,704</u>	<u>1,527,343</u>	<u>1,527,361</u>

## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Buildings	17,072				(1,913)	15,159
Building Improvements	186,681	40,609			(5,623)	221,667
Furniture and Equipment	174,725	302,958			(32,579)	445,104
Information and Communication Technology	26,352	5,744			(13,575)	18,521
Textbooks	-	-			-	-
Leased Assets	8,678	1,651			(4,243)	6,086
Library Resources	23,650	4,452	(2,075)		(3,253)	22,774
<b>Balance at 31 December 2022</b>	<b>437,158</b>	<b>355,414</b>	<b>(2,075)</b>	<b>-</b>	<b>(61,186)</b>	<b>729,311</b>

The net carrying value of furniture and equipment held under a finance lease is **\$6,086 (2021: \$8,678)**

### Restrictions

There are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2022	2022	2022	2021	2021	2021
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	41,009	(25,850)	15,159	41,009	(23,937)	17,072
Building Improvements	304,771	(83,104)	221,667	266,271	(79,590)	186,681
Furniture and Equipment	842,994	(397,890)	445,104	577,076	(402,351)	174,725
Information and Communication Technology	140,550	(122,029)	18,521	153,687	(127,335)	26,352
Textbooks	10,781	(10,781)	-	10,781	(10,781)	-
Leased Assets	37,432	(31,346)	6,086	35,781	(27,103)	8,678
Library Resources	75,713	(52,939)	22,774	78,114	(54,464)	23,650
<b>Balance at 31 December</b>	<b>1,453,250</b>	<b>(723,939)</b>	<b>729,311</b>	<b>1,162,719</b>	<b>(725,561)</b>	<b>437,158</b>

## 12. Accounts Payable

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	68,601	68,000	31,388
Employee Entitlements - Salaries	106,002	100,000	110,739
	<b>174,603</b>	<b>168,000</b>	<b>142,127</b>
Payables for Exchange Transactions	174,603	168,000	142,127
	<b>174,603</b>	<b>168,000</b>	<b>142,127</b>

The carrying value of payables approximates their fair value.

### 13. Provision for Cyclical Maintenance

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	\$	(Unaudited)	\$
Provision at the Start of the Year	6,500	6,500	9,229
Increase to the Provision During the Year	1,667	1,667	(2,729)
Provision at the End of the Year	<u>8,167</u>	<u>8,167</u>	<u>6,500</u>
Cyclical Maintenance - Current	33,327	2,167	2,000
Cyclical Maintenance - Non current	67,924	6,000	4,500
	<u>101,251</u>	<u>8,167</u>	<u>6,500</u>

### 14. Painting Contract Liability

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	\$	(Unaudited)	\$
Due within one year	8,960	8,960	8,960
Due after one year	427	427	5,580
	<u>9,387</u>	<u>9,387</u>	<u>14,540</u>

In 2018 the Board signed an agreement with Programmed Maintenance Services (N.Z.) Ltd (the contractor) for an agreed programme of work covering an eight year period. The programme provides for an exterior repaint of the Ministry owned buildings in 2018, with regular maintenance in subsequent years. The agreement has an annual commitment of \$8,960. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

### 15. Finance Lease Liability

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

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	\$	(Unaudited)	\$
No Later than One Year	3,670	3,670	4,195
Later than One Year and no Later than Five Years	1,324	1,324	3,465
	<u>4,994</u>	<u>4,994</u>	<u>7,660</u>
<b>Represented by</b>			
Finance lease liability - Current	3,670	3,670	4,195
Finance lease liability - Non current	1,324	1,324	3,465
	<u>4,994</u>	<u>4,994</u>	<u>7,660</u>



## 16. Funds held in Trust

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	23,926	24,000	14,500
	23,926	24,000	14,500

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expense of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.

## 17. 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. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 7.

2022	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
SIP LSC Office	-		313	313	-
SIP Block 4 Library Upgrade	-	5,000	6,000	1,000	-
SIP Staff Room	-	115,786	155,397	39,610	-
Relocation of Services	26,385		1,008		25,377
Totals	26,385	120,786	162,717	40,923	25,377

### Represented by:

Funds Held on Behalf of the Ministry of Education	25,377
Funds Receivable from the Ministry of Education	-

2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
SIP LSC Office	69,149	8,250	87,179	9,780	-
SIP Block 4 Library Upgrade	42,542		63,117	20,575	-
SIP Staff Room		12,313	19,356	7,043	-
Relocation of Services		27,900	1,515		26,385
Totals	111,691	48,463	171,167	37,398	26,385

## 18. 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.

Darryl Goldsack is a Trustee and Chairperson of the Board and also owns Goldsack Properties Limited. During the year Goldsack Properties Limited carried out maintenance and capital works for the school. The total value of all transactions for the year was \$35,367 (2021:161,863) and no amount is outstanding as at balance date (2021:\$10,562).

## 19. Remuneration

### Key management personnel compensation

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

	<b>2022 Actual \$</b>	<b>2021 Actual \$</b>
<i>Board Members</i>		
Remuneration	4,460	4,780
Full-time equivalent members	0.18	0.12
<i>Leadership Team</i>		
Remuneration	337,241	341,383
Full-time equivalent members	3	3
Total key management personnel remuneration	341,701	346,163

There are 6 members of the Board excluding the Principal. The Board had held 11 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### Principal

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

	<b>2022 Actual \$000</b>	<b>2021 Actual \$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140-150	140-150
Benefits and Other Emoluments	-	3-4
Termination Benefits	-	-

### Other Employees

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

<b>Remuneration \$000</b>	<b>2022 FTE Number</b>	<b>2021 FTE Number</b>
100 - 110	1	3
	1	3

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

## 20. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at **31 December 2022** (Contingent liabilities and assets at **31 December 2021**: nil).

Holidays Act Compliance – schools payroll

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

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

To the extent that any obligation cannot reasonably be quantified at 31 December 2022, a contingent liability for the school may exist.

## 21. Commitments

### (a) Capital Commitments

As at 31 December 2022 the Board has entered into contract agreements for capital works as follows:

- (a) \$182,652 contract to have the SIP Staff Room upgraded. This contract is to be completed in March 2023. The project is funded by the Ministry and the Board of Trustees. This project has been approved by the Ministry; and
- (b) The Relocation of Services is yet to have a contract in place. \$2,522 has been spent on the project to balance date. This project is to be fully funded by the Ministry but is yet to be approved.

(Capital commitments at 31 December 2021: \$84,604)

## 22. Financial Instruments

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

### Financial assets measured at amortised cost

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	49,357	50,000	112,324
Receivables	110,107	107,000	150,965
Investments - Term Deposits	1,375,704	1,527,343	1,527,361
Total Financial assets measured at amortised cost	<u>1,535,168</u>	<u>1,684,343</u>	<u>1,790,650</u>

### Financial liabilities measured at amortised cost

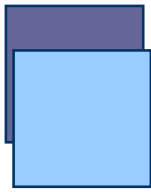
Payables	174,603	168,000	142,127
Finance Leases	4,994	4,994	7,660
Painting Contract Liability	9,387	9,387	14,540
Total Financial Liabilities Measured at Amortised Cost	<u>188,984</u>	<u>182,381</u>	<u>164,327</u>

## 23. Events After Balance Date

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

## 24. Comparatives

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



# Buckland School



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## **Buckland School** **Principal's Report** **for the year ended 31 December 2022**

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It is a pleasure to present the Annual Principal's Report for Buckland School for the 2022 school year. Although 2022 was more settled than the previous two years, there have continued to be some challenges with on-going absence due to the Covid-19 pandemic. The majority of our planned learning opportunities took place but we needed to cancel, for health and safety reasons, some of the large community events.

I would like to acknowledge the resilience and efforts that students showed in working hard to get back into school routines and to catch up on lost learning from the previous years. Thanks must also go to parents for the support and encouragement they gave their children. I also want to acknowledge the tremendous work and commitment of the staff in supporting children with their well-being and the efforts they made in focusing on academic progress. Thanks also to the Board who resourced the school well over the year to meet the needs of all students and the expectations of the community. Thank you also to the PTA for their work in supporting the efforts of the school.

The school roll was steady, starting at 235 and finishing at 242. There was some movement of families out of the area due to Covid and a few further families who chose to homeschool their children in 2022.

### **Strategic Area: Student Learning and Achievement**

Children were enthusiastic learners who showed that they were resilient and able to accept the challenges the disrupted year caused. Previous new learning experiences with the use of on-line learning were built on in classes. The school worked hard to achieve equity and excellence in outcomes for all our children.

Throughout the school year levels and curriculum areas, there is a full range of capabilities; from those requiring extra assistance to those who are achieving above their curriculum level. Teachers encourage students to be responsible for being successful learners who take risks, are resilient and who strive to do their best in all curriculum areas.

The impact of COVID-19 (for two years in a row) on students, particularly those who had an extended time away from school and whose attendance over the year was not regular, was noticeable in their progress in basic curriculum areas.

Students were rated on the Expected Curriculum Level for their Year Level at Mid and End of Year. The majority of students made progress but there are still a number who are yet to reach their expected curriculum level. Teachers are very aware that a huge focus in the basic curriculum areas will continue to be necessary in 2023. Targeted instruction and effective teaching will be required to meet these needs and increase the rate of progress to reach expectation levels.

Opportunities for parents to view student learning and progress included: class parent meetings, three way conferences and two formal written reports. An Open Day also took place with parents welcome to view normal class programmes. Parents were encouraged to contact teachers to discuss their child's learning and formal and informal meetings were held with parents. The website, emails and in junior rooms Class Do-Jo, were also used to keep whanau informed of their child's learning. Children's progress and achievement and positive behaviour continued to be acknowledged through the weekly newsletter, team and school assemblies as well as the school website. Two prize-givings were also held at the end of the year and were very well supported.

A range of programmes have been offered over this year to individuals and groups to support needs and challenge others. These include a specialist teacher, Reading Recovery teacher, LSC, Gifted & Talented activities, sports and cultural activities, use of teacher aides & specialist personnel, and the use of IT.

The use of Pact by teachers in the Literacy area of reading and writing has continued and there has been a school-wide focus on mathematics this year. Target students were identified and class programmes used to

support students. IT equipment: chrome books, i-pads, etc have been used to support curriculum programmes throughout the school. All children from Year 3 – 8 have Google accounts while Google Classroom and Hapara are used to plan learning tasks and ensure students are using equipment and programmes appropriately.

On-going monitoring of individuals and groups of children took place. Children with additional needs and abilities were identified early in the year and monitored through term Identified Needs meetings by the Senco and RTL B liaison teacher. Those with additional needs had IEP's designed and were supported, where possible, by outside agencies such as SE, Moderates, RTLBs, Speech language therapists. Reading Recovery was also available and used with some children. ESOL funding was also used to support a few children with English as a second language. The school allocated a large amount to the funding of teacher aides to support individuals and groups of students.

On-going testing, observations and conferences took place in classrooms to assess progress and achievement and form next steps for students. Classroom teachers and senior managers completed on-going monitoring of individuals and groups of children and checked on well-being and curriculum levels. Group analyses were reported to the Board.

Unfortunately, due to Covid, we were unable to provide all the learning activities that had been planned for the year. The EOTC events that were held were the Year 3 & 4 Lakewood Lodge camp, a Year 5 Camp Adair Camp and for Year 6 - 8 a camp on Kawau Island. Due to weather many of the Yr 0 - 2 EOTC activities needed to be cancelled. Visitors to the school who provided other valuable learning opportunities for students included: cricket, orienteering, basketball instructors, a kapa haka instructor (Term 1 & 2 only), Bible in Schools teachers, Travelwise facilitator and Life Education facilitator. School and local events the school were involved in included: Young Leaders Day (Yr 8s), Speeches, Matariki Breakfast and activities, Mathex competition, Book Week, Bullyfree week.

Sports events that were able to take place over the year included: School: swimming, cross country, basketball, athletics, orienteering. Group and Zone events that took place included: swimming, athletics, orienteering, basketball, rippa rugby, soccer, netball. We also had Year 7 & 8 students who attended the AIMS Games in Tauranga in Netball and Gymnastics.

Kiwisport funding for the year was allocated to Sports subscriptions, Aims Games, Life Education lessons; promoting physical and mental health & fitness as well as the purchase of Sports equipment.

### **Strategic Area: Student Engagement, Inclusion & Transition**

The school is very inclusive. Staff accommodate children with additional needs and they are well supported by other children and parents.

COVID-19 continued to have an influence on attendance rates with children and family members getting Covid-19 and also students having days off where families had a member who was at a higher risk. Overseas travel and travel around the country to catch up with family members during school time also impacted on attendance rates and in some cases progress of students.

All attendance concerns are addressed by senior management as are any issues with lateness. The Attendance Service was also used to support a small number of families. Reminders to have children at school and ready to learn prior to the 8.50 a.m. handbell are given. During Covid-19 when parents had to drop children off at the gate and parents are being encouraged to continue this self independence in their children. Parents are generally very good with informing the office through emails, voice mail or App when students will be absent. Those who do not, receive phone calls from staff. Late arrivals are expected to report to the office prior to going to classrooms.

Teachers continued to use skills with on-line learning, use of zoom and Google Meets in the classroom. Communication channels included email and telephone calls as well as the use of Class Dojo in junior classes.

Student engagement and Student Agency is high. Students are engaged and included in making decisions about the direction of their learning. Students have numerous opportunities for student voice within their classroom and the school. A school council operated throughout the year where student representatives share class views and concerns. Students are very confident to participate in a wide range of sporting, cultural and academic activities.

Year 7 & 8 students are given many opportunities to develop leadership skills and be good role models for younger students. These opportunities included: running a Breakfast Club, running assemblies, prefects, house leaders, road patrol, and working with younger students in a wide range of activities. Year 7 & 8 students carried out their responsibilities well and also organised and ran a successful Shop Day and Mufti Days.

There is a close relationship with our local intermediate where Year 7 & 8 students attend technology classes. Transition practices continued in 2022 and included zoom and face to face meetings with teachers to share information on each individual student. Our usual transition practices for those moving onto colleges were carried out, these included visits to Pukekohe High School and Tuakau College as well as discussions by teachers on individual students and the passing on of academic progress charts, etc. Children who required further support had extra supported visits.

School-wide transition practices included the opportunity for teachers to discuss students prior to the end of the year. Visits by students to meet their new teacher and class members at the end of the year were able to take place. Throughout the year, staff from Buckland visited preschool facilities and preschool education facilities also visited. New entrant children are encouraged to complete some school visits prior to starting school. A parent session on preparing students for school took place at the end of the year.

The school provides every opportunity for all students to be included in school and class events and activities.

### **Strategic Area: Personnel**

The staff was stable over the 2022 year. Two staff members were farewelled at the end of the year (one to travel overseas while the other retired.) Other teaching and support staff remained the same. I want to thank the staff for their commitment to classes and the school over the year. Staff are supportive of their colleagues and always willing to assist and support each other.

EEO principles were followed throughout the year and during the new staff appointment for 2023, which took place at the end of the year..

Staff members have been committed to their own on-going learning, and development took place through a range of professional development opportunities. The school wide focuses included: PACT Mathematics, Local Curriculum, Wellbeing initiatives - Cool Schools & Pause, Breathe, Smile, Inquiry, and Digital Technology. Other planned professional development through the Kahui Ako on Maori cultural knowledge of the area also took place with three staff being fully involved in the workstream and sharing back to staff. One other staff member was fully involved in the Kahui Ako Data workstream. All teaching staff worked with a Vision Education facilitator on building their knowledge of tikanga and te reo Maori. Several staff began building knowledge of the work taking place on the revised NZ Curriculum.

Teachers were supported in their roles by our valuable and respected support staff. My personal thanks to all staff members, and to other external specialist staff for their input into the learning of the children in our school. The Support staff have also been very responsive to their own professional development over the year and have completed many courses including Cool Schools and Pause, Breathe Smile courses.

### **Strategic Area: School Finance & Property**

Thanks go to our school's executive officer and our Board treasurer for the efficient management of the school's financial accounts for 2022. A Xero accounting system continued to be used throughout the year. The Board continued to employ a local accountancy firm; Tommy & Co (previously Craig Periam Ltd) to support us in the financial area. New auditors; UHY Haines Norton Chartered Accountants were appointed and completed the audit on time. The opinion expressed in the financial statement was that the school had complied with generally accepted accounting practice in New Zealand and fairly reflected the School's financial position as at 31 Dec 2021.

Funds were allocated and spent on the school's priorities for the year. The Board also sought approval from the MOE to replace the senior playground. This was completed and opened in November to the excitement of the students.

Our PTA made a small donation towards the school after the annual Agricultural Day that was held. This assisted all families towards costs for activities.

Continuing maintenance has taken place on the buildings, pool and grounds. Grounds are attractively presented.

Purchases in all curriculum areas have taken place. The Bring Your Own Chromebook for Years 3 - 8 continued to be supported by families.

The 10YA was approved by the MOE. The staffroom extension project was finally started and will hopefully be finished early in 2023. The Board will also be contributing to this project and has Ministry approval. Several modification projects also took place with these, and Stage 2 due to be completed in 2023.

### **Strategic Area: Health & Safety**

The school's physical and emotional environments were safe for students and staff. All health and safety issues raised were addressed by the Board, staff and caretaker. Health and Safety checks were completed throughout the year. The Board employed the services of Emergency Planning Specialists and plans were updated.

Supports for children with challenging behaviours and those who were struggling were requested and in many cases obtained, these included individual counselling. Staff and student well-being was a focus throughout the year. Our school values were promoted as part of our school culture and there was an expectation that all would exhibit these values.

Parents and students have been continually reminded of safety issues: on the road and at the front gate, swimming, digital citizenship as well as health matters and procedures relating to Covid. Emergency evacuations were carried out each term to ensure all children knew what is required of them in an emergency. These included: fire, earthquake and lockdown procedures. The school's defibrillator was advertised to the community.

We continued to be an Enviro school, a Health Promoting School and a Travelwise school. We were unable to re-establish the Walking School Bus.

School wide programmes promoting health and safety, including digital citizenship were carried out with students throughout the year. Students responded well to the regular reminders and instruction on disease prevention and extra supplies were purchased and used throughout the school. All students also experienced Life Education lessons with older students also working with our local Police officer.

Smoke free legislation was adhered to, while sun safe and water safety initiatives were carried out.

### **Strategic Area: Community Engagement**

The school's Charter and Strategic plan was reviewed, up-dated and approved early in the year. Annual plans were set and worked on throughout the year. The Board employed SchoolDocs to manage the school policies on-line. Teachers took part in curriculum reviews in: Literacy – reading, and writing, Mathematics, as well as Digital Technology, Reading Recovery, Mid and End of Year results. These reports were reported to the Board over the year by teachers and senior leaders.

Formal consultation at the end of 2022 on future school direction included an on-line parent survey on a range of issues. Hui were also held for whanau on Local Curriculum design.

Our annual Agricultural day was able to be held with the fundraising opportunities this year and was very successful. Even though the weather was terrible the community supported us well by turning up in large numbers. Local businesses were very generous in their donations. Children enjoyed the indoor activities and animal shows which teachers and staff provided. A huge thank you to all involved in providing this wonderful event to showcase our school.

Our end of year prize-givings were held at school and were super events that were extremely well supported by family members. With no building large enough, many whanau had to stand outside.

Weekly school newsletters and term BOT newsletters were sent home to communicate with parents. Parents were also regularly communicated to through emails and phone calls from the principal and teachers. Newsletters were available to parents in several electronic forms: email, electronic sign, Skool Loop App and the Website.

One planned parent education opportunity was able to take place early in the year. A meeting for Year 6 parents took place as well as a meeting for parents on preparing children for school.

ENROL and an electronic attendance system continued to be used. An enrolment ballot took place at the end of the year with siblings and a limited number of out of zone students accepted for 2023.

The Board functioned well with all members contributing to decision-making. The election took place, however only four candidates were elected. Interest in joining the Board has been sought and a further member will be appointed early in 2023.

The Kelly Club After School care programme was not well supported by families and therefore was not financially viable and ceased in Term 3.

The school began working with our ERO partner later in the year and formed goals for future school direction and improvement.

Legislative requirements were met.

*Kindest Regards*

*Mavis Glasgow*

*Principal*



# Analysis of Variance Reporting for



<b>School Name:</b>	Buckland School	<b>School Number:</b>	1239
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<b>Strategic Aim:</b>	<p><b><u>Improvement Plan/Target - Strategic Area: Student Learning and Achievement in Mathematics</u></b></p> <ul style="list-style-type: none"> <li>To continue to develop teacher pedagogical content knowledge and evaluative and assessment capability in Mathematics particularly through professional development in the use of Pact and support from Kahui Ako within school and across school teachers.</li> <li>To improve outcomes for all students, particularly Maori, Pasifika, Asian and children with Additional Needs in Mathematics.</li> <li>To accelerate progress of students performing below expectations in mathematics.</li> </ul>		
<b>Annual Aim:</b>	<ul style="list-style-type: none"> <li>To have a consistent approach to the teaching of Mathematics across the school.</li> <li>To continue to increase the engagement and enthusiasm of students for mathematics</li> <li>To ensure students know the next steps in their learning in Mathematics and are confident to share orally their working out.</li> <li>To ensure teachers' assessment practices of mathematics include collaboratively moderating assessments through the use of PACT and other accurate tools to enhance practice and accelerate progress for our learners.</li> </ul>		
<b>Target:</b>	<ul style="list-style-type: none"> <li>Students who are below the standard in 2021 (partly due to lack of face to face lessons due to COVID-19), will make accelerated progress in relation to the Mathematics progressions and reach the expected level.</li> <li>To increase the number of students achieving the Curriculum Levels in relation to their Year Level, particularly Maori students, with a target of 85% or above.</li> <li>To increase teacher knowledge of the Pact tool and use of assessments to support student learning and achievement.</li> </ul>		
<b>Baseline Data:</b>	<p><b><u>2021</u></b></p>	<p>The poor results below are due to the impact of non-attendance due to COVID-19 Lockdowns Students missed the face to face teaching and normal coverage of topics and strands throughout the third and fourth terms. The gaps in knowledge and strategy will need to be plugged early in the year to assist students to make accelerated progress and meet expectations by the end of the year.</p>	

# Tātaritanga raraunga

Mathematics	Student % At or Above Expected Curriculum Level		
All Students	52% (2020 - 79%)		
Maori	45% (2020 - 70%)		
Pasifika	50% (2020 - 81%)		
Other	67%		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>																
<p>Early in the year teachers of Year 4 - 8 students analysed mathematics PAT and worked with the within-school Kahui Ako data coach to identify target students and drill down the areas of need. Inquiry groups were formed for each class and programmes planned for. These groups worked on a rapid cycle of 5 – 6 weeks on specific inquiry questions and targeted instruction. In addition to this, school-wide professional development on building teacher pedagogical knowledge of mathematics took place throughout the year. This involved the unpacking of the Learning Progression Framework, the</p>	<p><b>2022 Data</b></p> <table border="1"> <thead> <tr> <th>Mathematics</th> <th>Student % At or Above Expected Curriculum Level</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>79%</td> </tr> <tr> <td>Maori</td> <td>67%</td> </tr> <tr> <td>Pasifika</td> <td>80%</td> </tr> <tr> <td>NZ European</td> <td>82%</td> </tr> <tr> <td>Other</td> <td>80%</td> </tr> <tr> <td>Male</td> <td>76%</td> </tr> <tr> <td>Female</td> <td>81%</td> </tr> </tbody> </table> <p>End of year student data showed a marked improvement from the previous year due to the consistent focus of</p>	Mathematics	Student % At or Above Expected Curriculum Level	All Students	79%	Maori	67%	Pasifika	80%	NZ European	82%	Other	80%	Male	76%	Female	81%	<p><b>Improvements occurred as a result of:</b></p> <ul style="list-style-type: none"> <li>● Staff focus and commitment to improving their knowledge of the Learning Progression Framework in mathematics and the use of the Pact tool.</li> <li>● Unpacking of PAT data and identification of individual and group needs.</li> <li>● Staff openness and their ability to work collaboratively.</li> <li>● Quality professional support from Within and Across School Kahui Ako teachers.</li> <li>● Use of teacher aides to support students.</li> <li>● The promotion of student agency in recognising their learning goals and next steps.</li> <li>● The enthusiasm of students to use Mathematics.</li> </ul>	<p>The impact of full school professional development is substantial in helping for consistency of teaching programmes and knowledge of teachers.</p> <p>Sustain the teachers' development in mathematics and continue to build on this as well as supporting new teachers.</p> <p>Increase opportunities for moderation within and across teams.</p> <p>Dose and density for those target students who require specific targeted teaching.</p> <p>Continue to embed effective teaching as inquiry in</p>
Mathematics	Student % At or Above Expected Curriculum Level																		
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# Tātaritanga raraunga

use of the Pact tool using the Aspects of mathematics and the Illustrations at each signpost. The PLD allowed for moderation of mathematics samples by teachers and the use of reports to make more efficient judgements and identify and plan for next steps. Teachers were very committed and PLD sessions were well received and knowledge applied in class programmes. Across school Kahui Ako teachers were also involved in observations and modelling of mathematics lessons for our Year 3 & 4 team. Teachers from other Kahui Ako schools also visited for some observations of lessons. Teacher Aides were also used to support students with specific mathematics programmes.

teachers to fill the gaps of learning due to the past two years of COVID disruptions to schooling. Daily maths lessons took place across the school.

Several staff worked with Kahui Ako Across School teachers over the year. Observations, modelling and discussions took place with suggestions implemented. These teachers also trialled a full class teaching approach which was shared with other staff.

New resources were purchased throughout the year to support classroom programmes.

Google Classrooms by the Year 3 – 8 were used to support students at home along with the on-line Mathletics programme. Students were encouraged to use this and were rewarded with certificates and medals for meeting goals at school and team assemblies and acknowledged in newsletters. The majority of students showed a positive attitude, increased confidence and were enthusiastic about the on-line mathletics programme and mathematics.

Staff were very complimentary of the PLD they had received through our In-school and Across-school Kahui Ako teachers. Senior management were pleased that all staff had received consistent messages through their involvement and were very proud of the commitment teachers showed to up-skilling themselves in knowledge of the Learning Progression Framework and the use of PACT in mathematics.

- Teacher use of on-line platforms such as Google Classroom and Mathletics.

Limitations on outcomes:

- Time & well-being restraints.
- Cancellation of parental education sessions.
- Infrequent attendance of some students.

mathematics and consistent shared understandings and use of Mathematical language across the school and staff.

On-going support in classrooms for students and teachers from specialists, teacher aides, RTLB, RR, LSC, RTLit.

On-going staff and team meetings and professional development with a focus on the effective teaching of mathematics and use of PAT and Pact data.

Purchasing of resources as necessary, including IT and support for BYO Chromebooks.

Opportunity for parental involvement in their children's learning with support from teachers where necessary.

## Planning for next year:

Continuing to provide effective programmes across the school for students in mathematics. Provision of resources to support target students and staff. Allocation of funds to fund Mathletics for all students. Allocation of management units to support staff data coach to continue in her role.

# Tātaritanga raraunga

Support for staff to carry out parent education opportunities. Resourcing for release for: professional discussions, modelling, observation, and collegial support for the effective teaching of mathematics. Allocation of staff/team meetings to further Mathematics programme development.

<b>School Name:</b>	Buckland School	<b>School Number:</b>	1239
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<b>Strategic Aim:</b>	<p><b><u>Improvement Plan/Target – Strategic Area: Building Community through Local Curriculum Design to Promote Student Well-Being and Learning</u></b></p> <ul style="list-style-type: none"> <li>To improve outcomes and well-being for all students, particularly Maori, Pasifika, Asian and children with Additional Needs through increasing involvement of whanau in Local Curriculum design.</li> <li>To accelerate progress of students performing below expectations.</li> <li>To support children’s well-being through the continuing uncertainties of COVID-19</li> </ul>
<b>Annual Aim:</b>	<p><b>Annual Aim:</b></p> <ul style="list-style-type: none"> <li>To help students to develop a sense of belonging and identity which will support their well-being and growth in all areas: social, academic, emotional, and physical.</li> </ul>
<b>Target:</b>	<p><b>Annual Target:</b></p> <ul style="list-style-type: none"> <li>To build local curriculum design through involvement of whanau, pupils and staff.</li> </ul>
<b>Baseline Data:</b>	<p><b>Baseline Data: 2021</b></p> <p><b>Anecdotal Observations: The majority of our children are happy and caring students who are supportive of others and appreciate diversity and acceptance of those who are different from themselves. The uncertainties of COVID-19 over the past two years have had a huge impact on their lives and those of their families.</b></p> <p><b>For some students:</b></p> <ul style="list-style-type: none"> <li><b>There has been a decline in confidence to take risks with their learning and an increase in reliance on others (particularly adults) to solve their problems.</b></li> </ul>

# Tātaritanga raraunga

- The lack of self-regulation and control of their emotions – in and out of the classroom has increased.
- Anxiety issues are more apparent.
- They have become more ‘needy’ of adult intervention and support.

The 2021 BOT Community Survey overall was very positive; however some ratings and comments were identified by the Board as areas for improvement and further involvement of parents. The decision to apply or a PLD contract for the school to get support with Local Curriculum Design and involve parents in this, was a result of the survey. It is hoped that through this, parents will embrace the opportunities to be involved in the school decision making around curriculum design and also become more aware of the reasons for decisions.

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>All teaching and support staff attended a full day course at the beginning of the year on the Cool Schools Programme. Teachers and some support staff then attended weekly PLD on the Pause, Breathe, Smile programme. Both these programmes were introduced across the school. Weekly PBS lessons took place in all classes and Cool School mediators worked during interval and lunchtimes in the playground. A Well-being survey was carried out from Year 3 - 8 with data analysed and actions for inclusion into the school identified and actioned. Extra resources from MOE, Oranga</p>	<p>Staff gained knowledge of the Cool Schools programme and the Pause Breathe Smile programme and implemented these in their classes and across the school. The majority of students saw benefits of these programmes and used the strategies they taught. Our Cool School mediators enjoyed and carried out their responsibilities well. Staff were very responsive to the needs of their students and their whanau throughout the year. Regular check-ins on well-being, communication, support with learning activities and resources took place. The school values were promoted and staff and students were seen exhibiting these. The relevance of our school values was seen and were further promoted with the building of a new senior playground.</p>	<p><b>Improvements occurred as a result of:</b>            Staff focus and commitment to improving their knowledge.            Staff openness and their ability to work collaboratively with Kahui Ako teachers, lead teachers and whanau.            Quality professional support from Within and Across School Kahui Ako teachers and Vision Education facilitator.            Use of teacher aides to support students.            The promotion of student agency, responsibility and willingness to</p>	<p>Formulate an action plan for 2023 that includes parental involvement in Local Curriculum.</p> <p>Work with support from our ERO partner to implement a localised curriculum to increase te ao Maori, te reo and tikanga within teaching and learning programmes across the school, supported by professional development for teachers strengthening school-wide internal evaluation processes to</p>

# Tātaritanga raraunga

Tamariki and RTLB were applied for and support and counselling given to students who needed it. Support from the Attendance service was sought to get a few students back to school. Teacher Aides were allocated to support students during class time and at intervals. Teachers who had our target students in their classes were supported by SENCO and LSC to build knowledge of the students, relationships and a culture of trust. Our new school values; respect, responsibility and resilience were continued to be integrated into the school culture as were our school karakia and waiatas. Teachers continually exhibited an Ethic of Care and were culturally responsive. Teachers promoted independence and resilience and encouraged parents to let children do things for themselves, e.g. carry bags into school, find items of clothing etc.

Staff worked throughout the year with our Vision Education PLD facilitator to build knowledge of Maori place names, marae protocols, correct pronunciation, knowledge of the local area and importance of local places to Maori as well as knowledge of Te Tiriti o Waitangi.

All students returned to school. Those who were finding things difficult were supported ably by staff and specialist staff. Counselling sessions took place for those identified as requiring these, including Seasons sessions for a group of senior students who had faced traumatic events.

The majority of students whose attendance was regular made academic progress, filled gaps from the previous two years and met standards in the basic curriculum areas.

**2022 Data**

	% Meeting Standard
Mathematics	79%
Writing	72%
Reading	73%

Staff well-being was also a priority and staff and the Board supported each other in a variety of ways.

A further Board parental survey was carried out during Term 4 to assist with Local Curriculum design.

take on responsibilities such as Cool Schools mediators. Whanau involvement in local curriculum design meetings.

**Limitations on Outcomes:**  
Time and well-being restraints & staffing changes.  
**Limitations on outcomes:**

Cancellation of parental education sessions.

Infrequent regular attendance of some students.

The Well-being survey for students was unable to take place until the middle of the year as the NZCER platform was being updated. This meant that the second survey planned for the end of the year did not take place.

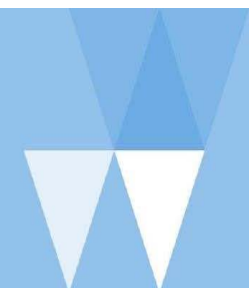
Several of our children with behavioural difficulties who would have benefited greatly from the lessons, opted out of the Pause Breathe Smile lessons. It appeared that the topics covered made them feel uncomfortable.

identify what is working for which groups of students and plan accordingly.

Continue to work with Vision Education Facilitator on developing Cultural Competencies and Local Curriculum.

Staff opportunities to take part in local events.

Support staff to increase their knowledge and use of te ao Maori, te reo and tikanga that will lead to an increase in student knowledge and use of the language.



## Tātaritanga raraunga

Our facilitator also supported our lead teachers to build confidence and knowledge to impart this to the rest of the staff.

Whanau meetings were held to obtain whanau voice while students also got opportunities to express what they felt were valuable to be included in the Local curriculum.

Staff worked on developing knowledge of the Aotearoa NZ histories strand and two lead teachers and the principal attended Kahui Ako workstream courses which included personnel from Ngaati Tamaoho. Information was shared with the wider staff.

Support for students isolating with Covid was provided by class teachers.

Children became more knowledgeable of our karakia and waiatas and became more confident in using these.

Matarik was celebrated with a whanau breakfast which was attended and enjoyed by a large number of whanau.

Our sessions with our Kahui Ako and our Vision Education PLD facilitator were very valuable and staff showed a commitment to new learning that would help them to be more responsive to the needs of our students and whanau.

Whanau meetings and student meetings were held to gain views on local curriculum design and valuable information gained from these.

### Planning for next year:

Make a further application for PLD on Cultural Competencies & Local Curriculum design to continue to work with Vision Education. Support teachers and students in building knowledge of the local area and the stories of the area through PLD, courses/meetings and involvement in Kahui Ako initiatives. Continue to support and implement the Cool Schools peer mediation programme and the Pause, Breathe, Smile programme. Provide any necessary resources to support students and families. Reduce/subsidize costs for activities where possible. Support staff well-being and promote a life/work balance through the provision of resources and services. Provide opportunities for whanau engagement and reciprocal partnerships in local curriculum and activities.

## **BUCKLAND SCHOOL**

### **KIWISPORT FUNDING - 2022**

The school received total Kiwisport funding of \$3,437 (excluding GST) for the 2022 year (2021: \$3,635). The funding was allocated to Sports subscriptions, AIMS Games, Life Education lessons; promoting physical and mental health & fitness as well as the purchase of sports equipment.



## Buckland School - 1239

### Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2022.

The following questions address key aspects of compliance with a good employer policy:

<b>Reporting on the principles of being a Good Employer</b>	
How have you met your obligations to provide good and safe working conditions?	Yes
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p><i>The school is committed to EEO principles. The Board treats employees fairly and properly in all aspects of their employment as required by the Public Service Act 2020 and complies with legislation on employment and personnel matters. The Board complies with the conditions contained in employment contracts for teaching and non-teaching staff.</i></p> <p>Yes</p>
How do you practise impartial selection of suitably qualified persons for appointment?	<i>Appointments committees are set up for any appointments (including Board members for any permanent positions.) Senior leaders make appointments for fixed term and support staff positions.</i>
<p>How are you recognising,</p> <ul style="list-style-type: none"> <li>- The aims and aspirations of Maori,</li> <li>- The employment requirements of Maori, and</li> <li>- Greater involvement of Maori in the Education service?</li> </ul>	<i>Any Maori applicants are treated fairly and their skills and experiences are viewed in line with the requirements of the school for the vacant position. Any Maori applicants for positions are welcome to bring support people to interviews.</i>
How have you enhanced the abilities of individual employees?	<p><i>Through Professional Learning Opportunities.</i></p> <p><i>Through leadership opportunities – career advancement.</i></p> <p><i>Acknowledgement of extra duties through use of Management units.</i></p> <p><i>Through support for teachers to be involved in Kahui Ako leadership opportunities e.g. within school teachers.</i></p>
How are you recognising the employment requirements of women?	<p><i>Acknowledging family commitments, need for leave/support in the event of family illnesses, etc.</i></p> <p><i>Opportunity for shared positions (part-time)</i></p>

How are you recognising the employment requirements of persons with disabilities?	<p><i>School buildings and grounds contain Accessibility facilities.</i></p> <p><i>Leave for health appointments covered.</i></p>
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Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy . The Ministry of Education monitors these policies:

<b>Reporting on Equal Employment Opportunities (EEO) Programme/Policy</b>	<b>YES</b>	<b>NO</b>
Do you operate an EEO programme/policy?	*	
Has this policy or programme been made available to staff?	*	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	*	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	*	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	*	
Does your EEO programme/policy set priorities and objectives?	*	