

WILSON SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

Ministry Number: 1574

Principal: Neil Kefford

School Address: 1A St Leonards Road, Hauraki 0622

School Postal Address: P O Box 331632, Takapuna 0740

School Phone: 09 489 5648

School Email: admin@wilsonschool.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Occupation	Term Expired/ Expires
Greg Davey	Chair Person	Elected June 2019	CEO	May-22
Neil Kefford	Principal ex Officio		Principal	
Ray Headifen	Treasurer	Elected June 2019	Accountant	May-22
Martin Wylie	Property	Elected June 2019	CEO	May-22
Charlotte Sellars	Parent Rep	Elected June 2019	Accountant	May-22
Anne Barham	Parent Rep	Elected June 2019	School Nurse	May-22
Linda Kneale	Staff Rep	Elected June 2019	Teacher	May-22

Accountant / Service Provider: iAccounting Services Limited

WILSON SCHOOL

Annual Report - For the year ended 31 December 2020

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Wilson 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.

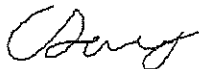
The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

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.

Gregory Davey

Full Name of Board Chairperson



Signature of Board Chairperson

28 May 2021

Date:

NEIL Kefford

Full Name of Principal



Signature of Principal

19.5.2021

28.5.21

Date:

Wilson School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

		2020	2020	2019
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	6,014,160	4,217,198	4,376,936
Locally Raised Funds	3	20,072	23,100	31,873
Interest income		5,815	15,000	14,135
		<u>6,040,047</u>	<u>4,255,298</u>	<u>4,422,944</u>
Expenses				
Locally Raised Funds	3	5,508	4,780	9,045
Learning Resources	4	4,509,210	3,305,117	3,647,016
Administration	5	174,419	189,738	182,057
Finance		5,269	3,582	5,257
Property	6	683,057	663,588	546,324
Depreciation	7	61,647	88,944	83,430
Loss on Disposal of Property, Plant and Equipment		-	-	6,043
		<u>5,439,110</u>	<u>4,255,749</u>	<u>4,479,172</u>
Net Surplus / (Deficit) for the year		600,937	(451)	(56,228)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>600,937</u>	<u>(451)</u>	<u>(56,228)</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.

Wilson 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		<u>954,928</u>	<u>954,928</u>	<u>1,011,156</u>
Total comprehensive revenue and expense for the year		600,937	(451)	(56,228)
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		17,083	-	-
Equity at 31 December	22	<u>1,572,947</u>	<u>954,477</u>	<u>954,928</u>
Retained Earnings		1,572,947	954,477	954,928
Equity at 31 December		<u>1,572,947</u>	<u>954,477</u>	<u>954,928</u>

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.

Wilson School

Statement of Financial Position

As at 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
Current Assets				
Cash and Cash Equivalents	8	1,153,267	362,532	376,098
Accounts Receivable	9	341,108	185,500	173,575
GST Receivable		-	20,000	16,273
Prepayments		-	6,500	6,171
Investments	10	300,000	265,000	261,738
		<u>1,794,375</u>	<u>839,532</u>	<u>833,855</u>
Current Liabilities				
GST Payable		40,291	-	-
Accounts Payable	12	317,843	342,510	274,615
Revenue Received in Advance	13	-	-	443
Finance Lease Liability - Current Portion	15	17,548	38,000	14,958
Funds held for Capital Works Projects	16	260,722	(50,000)	2,969
		<u>636,404</u>	<u>330,510</u>	<u>292,985</u>
Working Capital Surplus/(Deficit)		<u>1,157,971</u>	<u>509,022</u>	<u>540,870</u>
Non-current Assets				
Property, Plant and Equipment	11	456,785	492,426	464,370
		<u>456,785</u>	<u>492,426</u>	<u>464,370</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	29,057	33,971	33,971
Finance Lease Liability	15	12,752	13,000	16,342
		<u>41,809</u>	<u>46,971</u>	<u>50,313</u>
Net Assets		<u>1,572,947</u>	<u>954,477</u>	<u>954,927</u>
Equity	22	<u>1,572,947</u>	<u>954,477</u>	<u>954,928</u>

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

Wilson 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		2,756,098	1,858,295	1,759,616
Locally Raised Funds		19,853	38,266	32,315
Goods and Services Tax (net)		56,564	(727)	9,437
Payments to Employees		(1,914,192)	(1,465,468)	(1,452,025)
Payments to Suppliers		(323,556)	(344,537)	(263,047)
Cyclical Maintenance Payments in the year		-	-	-
Interest Paid		(5,269)	(3,582)	(5,257)
Interest Received		6,159	14,966	16,216
Net cash from/(to) Operating Activities		595,657	97,213	97,256
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	110,770	-
Purchase of Property Plant & Equipment (and Intangibles)		(36,658)	(172,029)	(41,702)
Purchase of Investments		(38,262)	-	-
Proceeds from Sale of Investments		-	1,738	48,607
Net cash from/(to) Investing Activities		(74,920)	(59,521)	6,905
Cash flows from Financing Activities				
Furniture and Equipment Grant		17,083	-	-
Finance Lease Payments		(18,403)	(52,289)	(6,727)
Funds Held for Capital Works Projects		257,752	1,031	1,677
Net cash from/(to) Financing Activities		256,432	(51,258)	(5,050)
Net increase/(decrease) in cash and cash equivalents		777,169	(13,566)	99,110
Cash and cash equivalents at the beginning of the year	8	376,098	376,098	276,988
Cash and cash equivalents at the end of the year	8	1,153,267	362,533	376,098

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.

Wilson School

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

a) Reporting Entity

Wilson 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.

Wilson School

Notes to the Financial Statements

For the year ended 31 December 2020

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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.

Grants for the use of land and buildings are also 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 Proprietor. Use of land and building grants are recorded as income in the period the school uses the land and building.

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.

Wilson School

Notes to the Financial Statements

For the year ended 31 December 2020

e) Operating Lease Payments

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

f) 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.

g) 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.

h) 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.

i) 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.

j) 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.

k) 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:

Furniture and equipment	10–40 years
Information and communication technology	5 Years
Motor vehicles	10 Years
Leased assets held under a Finance Lease	3 years
Library resources	12.5% Diminishing value

Wilson School

Notes to the Financial Statements

For the year ended 31 December 2020

l) 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.

m) 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.

n) 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.

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 for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

p) Financial Instruments

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

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

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

Wilson School

Notes to the Financial Statements

For the year ended 31 December 2020

q) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

r) Budget Figures

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

s) Services received in-kind

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

Wilson School

Notes to the Financial Statements

For the year ended 31 December 2020

2. Government Grants

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	510,169	420,189	384,242
Teachers' Salaries Grants	2,712,499	1,873,053	2,271,069
Use of Land and Buildings Grants	501,941	469,850	346,251
Other MoE Grants	2,261,559	1,400,796	1,316,055
Other Government Grants	27,992	53,310	59,319
	<u>6,014,160</u>	<u>4,217,198</u>	<u>4,376,936</u>

The school has not opted in to the donations scheme for this year.

Other MOE Grants total includes additional COVID-19 funding totalling \$215,947 for the year ended 31 December 2020. This includes funding of \$209,881 which is unspent at year end and will be utilised in the next 12 months.

3. Locally Raised Funds

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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations	6,957	13,600	12,297
Activities	11,110	6,500	15,331
Trading	2,005	2,500	3,958
Fundraising	-	500	287
	<u>20,072</u>	<u>23,100</u>	<u>31,873</u>
Expenses			
Activities	2,668	3,280	5,848
Trading	2,840	1,500	3,197
	<u>5,508</u>	<u>4,780</u>	<u>9,045</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>14,564</u>	<u>18,320</u>	<u>22,828</u>

Wilson School

Notes to the Financial Statements

For the year ended 31 December 2020

4. Learning Resources

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	9,201	9,400	5,668
Equipment Repairs	-	250	30
Information and Communication Technology	22,369	25,000	19,224
Library Resources	506	1,150	1,450
Employee Benefits - Salaries	4,447,517	3,215,545	3,584,499
Staff Development	29,617	53,772	36,147
	<u>4,509,210</u>	<u>3,305,117</u>	<u>3,647,018</u>

No Overseas travel in 2020 due to COVID-19 lockdown worldwide. (2019: The Perceived Recall Plan and Perform System of Task Analysis PD training was attended by Angela Robinson which was held in Sydney).

5. Administration

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	6,510	6,510	6,350
Board of Trustees Fees	3,805	2,640	2,265
Board of Trustees Expenses	13,250	7,686	10,118
Communication	7,532	5,730	6,083
Consumables	13,117	14,300	12,084
Other	9,501	15,266	12,071
Employee Benefits - Salaries	104,365	121,719	116,689
Insurance	6,619	6,147	6,648
Service Providers, Contractors and Consultancy	9,720	9,740	9,749
	<u>174,419</u>	<u>189,738</u>	<u>182,057</u>

Wilson School

Notes to the Financial Statements

For the year ended 31 December 2020

6. Property

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	38,594	42,500	41,425
Consultancy and Contract Services	36,853	39,000	35,142
Cyclical Maintenance Provision	(4,914)	-	-
Grounds	3,438	8,000	6,989
Heat, Light and Water	18,136	22,800	20,337
Repairs and Maintenance	73,057	66,538	80,255
Use of Land and Buildings	501,941	469,850	346,251
Security	4,058	3,500	2,924
Employee Benefits - Salaries	11,894	11,400	13,001
	<u>683,057</u>	<u>663,588</u>	<u>546,324</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	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Furniture and Equipment	23,811	51,088	41,420
Information and Communication Technology	9,234	11,655	11,491
Motor Vehicles	9,835	15,885	14,151
Leased Assets	18,767	10,316	16,368
Library Resources	-	-	-
	<u>61,647</u>	<u>88,944</u>	<u>83,430</u>

Wilson School

Notes to the Financial Statements

For the year ended 31 December 2020

8. Cash and Cash Equivalents

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash on Hand	500	500	500
Bank Current Account	1,152,767	362,032	375,598
Cash and cash equivalents for Statement of Cash Flows	<u>1,153,267</u>	<u>362,532</u>	<u>376,098</u>

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

Of the \$1,153,267 Cash and Cash Equivalents, \$260,722 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2021 on Crown owned school buildings under the School's Five Year Property Plan.

9. Accounts Receivable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Receivables	563	-	-
Receivables from the Ministry of Education	42,836	-	-
Interest Receivable	72	500	416
Banking Staffing Underuse	81,722	-	-
Teacher Salaries Grant Receivable	215,915	185,000	173,159
	<u>341,108</u>	<u>185,500</u>	<u>173,575</u>
Receivables from Exchange Transactions	635	500	416
Receivables from Non-Exchange Transactions	340,473	185,000	173,159
	<u>341,108</u>	<u>185,500</u>	<u>173,575</u>

10. Investments

The School's investment activities are classified as follows:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Asset			
Short-term Bank Deposits	300,000	265,000	261,738
Total Investments	<u>300,000</u>	<u>265,000</u>	<u>261,738</u>

Wilson School

Notes to the Financial Statements

For the year ended 31 December 2020

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2020	\$	\$	\$	\$	\$	\$
Furniture and Equipment	370,497	20,155			(23,811)	366,841
Information and Communication Technology	19,838	14,728			(9,234)	25,332
Motor Vehicles	39,578				(9,835)	29,743
Leased Assets	26,825	19,179			(18,768)	27,236
Library Resources	7,633				-	7,633
Balance at 31 December 2020	464,371	54,062	-	-	(61,648)	456,785

The net carrying value of equipment held under a finance lease is \$27,236 (2019: \$26,824)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2020	\$	\$	\$
Furniture and Equipment	779,661	(412,820)	366,841
Information and Communication Technology	162,929	(137,597)	25,332
Motor Vehicles	150,347	(120,604)	29,743
Leased Assets	73,144	(45,908)	27,236
Library Resources	17,194	(9,561)	7,633
Balance at 31 December 2020	1,183,275	(726,490)	456,785

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Furniture and Equipment	392,312	20,996	(1,389)		(41,420)	370,497
Information and Communication Technology	21,954	10,236	(862)		(11,491)	19,838
Motor Vehicles	54,433		(706)		(14,151)	39,577
Leased Assets	29,148	17,130	(3,087)		(16,368)	26,824
Library Resources	7,633				-	7,633
Balance at 31 December 2019	505,480	48,362	(6,044)	-	(83,430)	464,370

The net carrying value of equipment held under a finance lease is \$26,824 (2018: \$29,148)

Wilson School

Notes to the Financial Statements

For the year ended 31 December 2020

2019	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Furniture and Equipment	759,506	(389,009)	370,497
Information and Communication Technology	148,201	(128,363)	19,838
Motor Vehicles	150,347	(110,770)	39,577
Leased Assets	55,741	(28,916)	26,824
Library Resources	17,194	(9,561)	7,633
Balance at 31 December 2019	1,130,989	(666,619)	464,370

12. Accounts Payable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operating Creditors	20,512	46,000	39,008
Accruals	6,510	6,510	6,350
Employee Entitlements - Salaries	270,089	270,000	229,257
Employee Entitlements - Leave Accrual	20,732	20,000	-
	317,843	342,510	274,615
Payables for Exchange Transactions	317,843	342,510	274,615
	317,843	342,510	274,615

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Grants in Advance - Ministry of Education	-	-	-
Other	-	-	443
	-	-	443

Wilson School

Notes to the Financial Statements

For the year ended 31 December 2020

14. Provision for Cyclical Maintenance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Provision at the Start of the Year	33,971	33,971	33,971
Increase/ (decrease) to the Provision During the Year	(4,914)	-	-
Provision at the End of the Year	29,057	33,971	33,971
Cyclical Maintenance - Term	29,057	33,971	33,971
	29,057	33,971	33,971

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:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
No Later than One Year	17,548	14,958	18,539
Later than One Year and no Later than Five Years	12,752	16,342	18,184
Later than Five Years			
	30,300	31,300	36,723

Wilson School

Notes to the Financial Statements

For the year ended 31 December 2020

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>in progress</i>	7,675	183,842	71,591	-	119,926
Plumbing Works	<i>completed</i>	(3,206)	-	2,934	-	(6,140)
Staff Room Carpet Replacement	<i>completed</i>	(1,500)	15,003	12,544		959
Vinyl	<i>in progress</i>		96,120	34,563		61,557
Hoist	<i>in progress</i>		15,181	7,262		7,919
SIP General	<i>in progress</i>		89,991	13,490	-	76,501
Totals		2,969	400,137	142,384	-	260,722

Represented by:

Funds Held on Behalf of the Ministry of Education	266,862
Funds Due from the Ministry of Education	6,140
	260,722

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
Joinery & Heat Pump	<i>completed</i>	1,292		1,292	-	-
Playground	<i>in progress</i>		15,000	7,325	-	7,675
Plumbing Works	<i>in progress</i>		20,258	23,464	-	(3,206)
Staffroom Carpet Replacement	<i>in progress</i>			1,500		(1,500)
Totals		1,292	35,258	33,581	-	2,969

Wilson School

Notes to the Financial Statements

For the year ended 31 December 2020

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	3,805	2,265
Full-time equivalent members	0.06	0.04
<i>Leadership Team</i>		
Remuneration	425,298	335,601
Full-time equivalent members	4	3
Total key management personnel remuneration	429,103	337,866
Total full-time equivalent personnel	4.06	3.04

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 1

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		
Benefits and Other Emoluments	90-100	130-140
Termination Benefits	0-3	0-5

Wilson School

Notes to the Financial Statements

For the year ended 31 December 2020

Other Employees

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

Remuneration \$000	2020 FTE Number	2019 FTE Number
110-120	2.00	0.00
	<u>2.00</u>	<u>0.00</u>

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

19. Compensation and Other Benefits Upon Leaving

There were no compensation or other benefits paid or payable to persons upon leaving. (2019: nil).

20. Contingencies

There are no contingent liabilities 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.

Wilson School

Notes to the Financial Statements

For the year ended 31 December 2020

21. Commitments

Capital Commitments

As at 31 December 2020 the Board has entered into contract agreements for capital works as follows:

(a) Playground to be completed in 2021, which is fully funded by Ministry of Education. \$198,842 funds has been received of which \$78,916 have been spent on the project to balance date. This project has been approved by Ministry.

(b) Vinyl project to be completed in 2021, which is fully funded by Ministry of Education. \$96,120 funds has been received of which \$34,563 have been spent on the project to balance date. This project has been approved by Ministry.

(c) Hoist project to be completed in 2021, which is fully funded by Ministry of Education. \$15,181 funds has been received of which \$7,262 have been spent on the project to balance date. This project has been approved by Ministry.

Capital commitments at 31 December 2019:

(a) Plumbing Works to be completed in 2020, which will be fully funded by the Ministry of Education. \$20,258 has been received and \$23,464 has been spent on the project to date; and

(b) Staffroom Carpet Replacement to be completed in 2020, which is fully funded by Ministry. Nothing has been received so far but \$1,500 has been spent on the project to balance date. This project has been approved by the Ministry.

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:

Wilson School

Notes to the Financial Statements

For the year ended 31 December 2020

Financial assets measured at amortised cost

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash and Cash Equivalents	1,153,267	362,532	376,098
Receivables	341,108	185,500	173,575
Investments - Term Deposits	300,000	265,000	261,738
Total Financial assets measured at amortised cost	<u>1,794,375</u>	<u>813,032</u>	<u>811,411</u>

Financial liabilities measured at amortised cost

Payables	317,843	342,510	274,615
Finance Leases	30,300	51,000	31,300
Total Financial Liabilities Measured at Amortised Cost	<u>348,143</u>	<u>393,510</u>	<u>305,915</u>

24. Events After Balance Date

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

25. Comparatives

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

Independent Auditor's Report

To the readers of Wilson School's Financial statements For the year ended 31 December 2020

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

Opinion

We have audited the financial statements of the School on pages 2 to 22, 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 (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 28 May 2021. This is the date at which our opinion is expressed.

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

Basis of opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the 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 regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

Other information

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

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

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

Independence

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

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



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



Wilson School
Analysis of Variance 2020

OUR VISION

Every learner at Wilson School will always have opportunities to a quality of life where they are able to communicate, have and make choices, develop life skills, participate in their community and be valuable members of society.

OUR AIMS

- Provide a safe and nurturing environment
- Uphold a culturally responsive environment for our diverse population
- Foster and encourage independence
- Recognise every student as a learner
- Every student will have an effective communication system
- Embrace digital technologies to support students learning

OUR MISSION STATEMENT

Wilson School in partnership with families and/or whānau will provide individualised specialist education to support students to strive to meet their full potential.

CHARTER & STRATEGIC DIRECTION



2019 – 2021

OUR MOTTO

ENGAGE, BELIEVE, ACHIEVE

WILSON SCHOOL VALUES:

AKO: Learner

Acceptance, Knowledge, Opportunities

OUR SPECIAL CHARACTER

Wilson School is a state school that caters for the learning and care of students with a range of abilities and disabilities between the ages of 5-21 years of age from varied and dynamic multicultural backgrounds. The school embraces a totally holistic approach to learning with the support of professionals including teachers, therapists, specialists and support staff. Students are taught at either the base school in St. Leonards Road or in one of the satellite classes in a mainstream host school.

Learners at Wilson School will have opportunities, through a multidisciplinary approach, to engage and achieve in a caring, inclusive and safe environment.

Strategic Goal 1: STUDENT LEARNING AND ENGAGEMENT

All students will be recognised as learners, who have access to the curriculum, that is differentiated to their needs, to ensure their success and will be supported to do so.

1.1 Every student will have an individualised programme developed in collaboration with their family to work towards their hopes and aspirations.

1.2 Every student will be assessed using relevant assessment tools to support their learning.

1.3 Every student will have their voice heard through an effective communication system to support their engagement and communication.

1.4 Every student will be supported to develop as digitally capable thinkers, producers and creators.

Strategic Goal 2: STAFF

All staff will work collaboratively in an interdisciplinary and interschool approach to support, share and learn.

2.1 Staff will participate in a learning culture that embraces high expectations, focusing on inquiry and reflective skills to improve practice.

2.2 Staff will participate in ongoing, relevant professional development to support effective practice to improve learning outcomes for all students.

2.3 Staff will be provided with opportunities to promote and develop Leadership Skills.

2.4 Staff will develop as digitally capable thinkers, producers and creators.

Strategic Goal 3: CULTURE AND ENVIRONMENT

Our learning community will work in partnership with whānau/families and the wider community to provide a safe, caring, supportive and culturally responsive environment which ensures well-being for all.

3.1 Culturally responsive practice acknowledging firstly our bicultural commitment, providing experiences reflecting our community.

3.2 Develop robust sustainability awareness and practice.

3.3 Close monitoring of and prompt responsiveness to Health and Safety issues.

3.4 Develop digital technologies to create smart systems and structures for reporting and information purposes.

Me Mahi Tahi Tatou Mo Te Oranga O Te Katoa - We work together for the well-being of everyone

STRATEGIC GOAL 1: STUDENT LEARNING AND ENGAGEMENT

All students will be recognised as learners, who have access to the curriculum, that is differentiated to their needs, to ensure their success and will be supported to do so.

Annual Aims (What we want)	What, Who, How, When (What we will do?)	Our Evidence (What you will see?)
1.1 Every student will have an individualised programme developed in collaboration with their family to work towards their hopes and aspirations	<ul style="list-style-type: none"> Review the School's IEP process, ensuring challenging and robust targets which are presented in small and measurable steps. WHO – LT – Term 3/4 Ensure progress against IEP targets is tracked, monitored and reviewed on a termly basis. WHO – LT – Term 3/4 Develop whānau communication for IEP reporting via Seesaw, sharing regular updates. WHO – KG – Term 3/4 	<ul style="list-style-type: none"> Personalised Learning Plans (PLP) which include measurable, specific learning outcomes which are tracked and monitored by the School termly. Teachers regularly share progress towards PLP targets digitally.
Actual Outcomes / Conclusions and Future Recommendations <ul style="list-style-type: none"> 2019 Whānau IEP survey - analysed and shared with the staff team. What Whānau Valued – opportunity to plan with the teacher & therapists, hearing and seeing the progress their child was making, discovering what they have been doing at school, the opportunity to talk to those working with their child. Themes for further improvement – regular updates on progress / communication / reporting, evidence of learning. The current annual process was reviewed, ideas gained from the staff team on changes. 2020 IEP process didn't run to the usual schedule due to COVID-19 lockdowns. However, all families were invited for two face-to-face meetings (term 2 and 4). A written end of year evaluation was provided and feedback on ideas for 2021 goals requested from parents. New process for 2021 has been documented and revised templates designed. This includes two face-to-face meetings, targets being broken down into smaller goals, progress towards these goals will be analysed termly, academic goals and therapy plans to be separated out and made clearer, written termly reporting provided to parents, goals to be SMART so it is clear if they are achieved. Future Recommendations – Guidance and support for staff (time booked at the start of term 1, 2021). Ongoing monitoring and progress data collected. Feedback sources from whānau. 		
1.4 Every student will be supported to develop as digitally capable thinkers, producers and creators.	<ul style="list-style-type: none"> Create a Curriculum Map detailing how students are being provided with access to a broad and balanced curriculum, including an inquiry or topic focused approach. WHO – LT – Term 3/4 Digital Technologies Curriculum will be woven through teacher's planning - WHO – KG – Term 3/4 	<ul style="list-style-type: none"> Teaching and learning are guided by each student's PLP and the School's Curriculum Map. A Curriculum Map which includes elements of the Digital Technologies Curriculum, delivered in a relevant and purposeful format for our students.

Actual Outcomes / Conclusions and Future Recommendations

- A Wilson School Curriculum Map has been developed which now includes Digital Technology. Teachers have started to work together collaboratively using a shared planning format, this was successfully trialled in Term 4 and will continue in 2021. This ensures we have a broad and balanced curriculum that provides coverage of the New Zealand Curriculum, it also encourages a thematic approach to learning. The school is clear that opportunities for learning will include work around IEP goals but also other subject areas.
- A Wilson School Digital Curriculum statement has been developed and focuses on two strands – Designing and Developing Digital Outcomes and Computational Thinking. Many of our students use AAC, this has been linked to Computational Thinking.
- The NZC uses the terms ‘teacher led’ and ‘student’s make decisions’ in relation to designing and developing digital outcomes. We are using an ePortfolio platform to meet this area of the curriculum. At the lower P-Levels, all student portfolios are recorded by teachers. As students’ progress, opportunities are available for them to take ownership of their portfolio by making choices about content.
- **Future Recommendations** – identify areas of good quality practice across the school and allow opportunity for sharing. Enhanced and enriched digital opportunities, through professional development and investment in resources.

STRATEGIC GOAL 2: STAFF

All staff will work collaboratively in an interdisciplinary and interschool approach to support, share and learn.

Annual Aims (What we want)	What, Who, How, When (What we will do?)	Our Evidence (What you will see?)
2.4 Staff will develop as digitally capable thinkers, producers and creators.	<ul style="list-style-type: none"> • Enable coaching and support for staff to recognise the benefits of working from files held centrally in SharePoint, making this part of everyday practice. WHO – KG & LT – Term 3/4 • Review the filing structure currently in SharePoint, making it more user friendly and easier to follow. WHO – KG – Term 3/4 • SharePoint folders will be set up to provide opportunity for collaborative working between the lead team and administration team. WHO – NK – Term 3/4 • Begin the process of moving student files into a digital format, rather than being held on paper. WHO – LT – Term 4 	<ul style="list-style-type: none"> • Staff will individually understand how to create, use and update files held within SharePoint. • The filing structure within SharePoint will have been developed. • Collaborative working and sharing of documents between the administrative and lead teams. • Student information is held centrally.

Actual Outcomes / Conclusions and Future Recommendations

- Professional Learning and Development contract with TTS has been utilised to support this area, promoting the use of Digital Technologies and supporting staff to become digitally capable. Staff have been provided with whole school development sessions, one-to-one training and ongoing support from the leadership team and TTS external facilitator. Throughout 2020 there has been an emphasis on developing digital technologies to support remote / home learning.

- Work has been completed to simplify and streamline the school's use of Sharepoint for digital storage, allowing for student files to be digitised. Training was provided for teachers at the end of term 4 with the expectation student files will be digital from Term 1, 2021. The school's leadership team have been using Outlook calendars during terms 3 and 4, this is being rolled out to all staff for 2021. Administrative booking procedures will also move to an online format.
- **Future Recommendations** – Curriculum / Student files have been set up within a revised SharePoint. Next step will be to develop the new format for the Lead Team SharePoint. Need to ensure filing is consistent within the revised system.

Annual Aims (What we want)	What, Who, How, When (What we will do?)	Our Evidence (What you will see?)
2.2 Staff will participate in ongoing, relevant professional development to support effective practice to improve learning outcomes for all students.	<ul style="list-style-type: none"> • Continue to work alongside Dr. Sally Clendon, focusing on conventional and emergent Literacy skills, including group training sessions and in-class coaching. WHO – RTL, SM, LU – Term 3/4 • Continue with the work already started, focusing on assessing and tracking reading skills to inform planning. WHO – RTL & MT – Term 3/4 	<ul style="list-style-type: none"> • Teachers will receive personalised and developmental feedback and guidance, following in-class coaching and observation. • Teachers will continue to use assessment tools developed by Dr. Sally Clendon, to inform planning and a personalised approach for each student.

Actual Outcomes / Conclusions and Future Recommendations

- Work has continued with Dr Sally Clendon. This has included a mixture of workshops and one-to-one in class support sessions. Several of the workshops were delivered remotely during lockdown, this helped to provide opportunity of teachers and TAs to join in. Support continued to focus on guided reading, Sally's work has looked at approaches to learning and activities for learning. One-to-One in-class support sessions have been co-ordinated across the school. Sally provides personalised feedback for each teacher she works with; this is also shared with the Leadership team for follow up and on-going support.
- **Future Recommendations** – The project so far has focused on the development of shared reading, next year this will move into writing. Assessment tools provided by Sally are currently being used by the school's Literacy Team. Work will be completed with all teachers at the start of term 1, upskilling everyone on the use of these, helping to make the project more sustainable.

STRATEGIC GOAL 3: CULTURE AND ENVIRONMENT

Our learning community will work in partnership with whānau/families and the wider community to provide a safe, caring, supportive and culturally responsive environment which ensures well-being for all.

Annual Aims (What we want)	What, Who, How, Who (What we will do?)	Our Evidence (What you will see?)
3.1 Culturally responsive practice acknowledging firstly our bicultural commitment, providing experiences reflecting our community.	<ul style="list-style-type: none"> Gain and increase local cultural knowledge for the settings of base and host schools. WHO – NK & LT – Term 3/4 Build relationships with key members of the community. WHO – NK & LT – Term 3/4 Investigate the local curriculum and plan how it can be embedded at Wilson School in 2021. WHO – NK & LT – Term 3/4 	<ul style="list-style-type: none"> Knowledge used to direct our curriculum from 2021 Links between Wilson School and local cultural community Become familiar with local curriculum to be able to embed into the Wilson School curriculum.

Actual Outcomes / Conclusions and Future Recommendations

- Professional Development 'A critical guide to Māori and Pākehā histories of Aotearoa' completed with Tamsin Hanley for all Teachers and Therapists. Tamsin's Curriculum programme resource has been embedded into the Wilson School Curriculum Map from term 4 and continues into 2021.
- The school has developed and a new internal position for 2021 – Kaiwhakaako (Trainer & leader – Kai ~ performer, whaka ~ that enacts, ako ~ learning). A broad job description was provided with the advert and recruitment for the position has been finalised. Working alongside the Kaiwhakaako are more precise job description has been designed and priorities for the role/school for 2021 have been discussed. This will include school wide support for staff to embed Te Reo and Tikanga into practice, help to provide school-wide consistency and also to work on a cultural audit 'Colouring in the White Spaces'.

Annual Aims (What we want)	What, Who, How, Who (What we will do?)	Our Evidence (What you will see?)
3.3 Close monitoring of and prompt responsiveness to Health and Safety issues.	<ul style="list-style-type: none"> Review and develop the School's system for monitoring behaviour, ensuring support and guidance is developed timely and effectively. WHO – LK & NK – Term 3/4 Health & Safety monitoring and reporting is reviewed to quickly identify potential hazards and to record 'near-miss' events. WHO – LK & NK – Term 3/4 	<ul style="list-style-type: none"> Behaviour is closely monitored and relevant support is directed where required. Health & Safety processes are embedded, ensuring regular checks to identify and rectify potential hazards.

Actual Outcomes / Conclusions and Future Recommendations

- The school's process for monitoring, recording and supporting behaviour have been reviewed and proformas linked to these revised.
- Health & Safety processes, including regular monitoring and checks are in place.
- Both of these processes are linked to the Principal's Board of Trustees Report and are used to identify and rectify hazards.
- Following COVID-19, all schools are being encouraged to focus on Well-Being. This has become a priority for students and staff. Staff have access to Ministry provided support systems, these have been explained and advertised to allow easy access. Professional Development has also been provided, raising awareness of well-being and resilience and providing a range of tools that can be used by staff but also embedded into classroom programmes.

School Wide Progress Data 2021 – P-Level & NZ Curriculum Assessment

The majority of the school population are working within P-Levels, the assessment has been used to track the levels the students are working within. This has been banded as P-Level 1 – 3.9, P-Level 4 – 8.9, P-Level 9+ and NZC Level 1. The data has been broken down to track which students have remained within the same level band or if they have progressed to the next level. For students working with Level 1, assessment tools such as JAM, BURT and Running Records have been used to track progress and identify next steps in learning.

Comparison Between 2019 and 2020 Data

Number – Learning Level	% of students Nov 2019	% of students Nov 2020		Reading – Learning Level	% of students Nov 2019	% of students Nov 2020
P-Level 1 – 3.9	32%	29%		P-Level 1 – 3.9	34%	29%
P-Level 4 – 8.9	44%	40%		P-Level 4 – 8.9	41%	46.5%
P-Level 9+	24%	29%		P-Level 9+	25%	21%
NZC Level 1	0%	2%		NZC Level 1	0%	3.5%



Wilson School

Principal: Neil Kefford

Kiwisport funding 2020

Wilson School received \$2179.8 . This money was spent on subsidising the senior students to attend the two day outdoor experience at MERC on 3rd and 4th September 2020
This includes transport costs including Mobility Taixs.

Regards

Rosemary Jenkins

Nga Mihi

*Rosemary Jenkins
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Wilson School
4895648*

