BOTANY DOWNS
Primary School

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number: **1235**

Principal: Vicki Parkins

School Address: 35 Mirrabooka Avenue, Howick, Auckland 2010

School Postal Address: 35 Mirrabooka Avenue, Howick, Auckland 2010

School Phone: 09 534 9848

School Email: vickip@botanydowns.school.nz

Accountant / Service Provider: Canterbury Education Services (CES)

CES
Partnering education

Botany Downs School

Members of the Board of Trustees

For the year ended 31 December 2022

Name	Position	How Position Gained	Term Expires
Jess Storey	Presiding Member	Elected April 2021	November 2023
Vicki Parkins	Principal	ex Officio May 2020	
Matthew Cooke	Parent Representative	Re-elected September 2022	June 2025
Kerry Budd	Parent Representative	Re-elected September 2022	June 2025
Bhavna Prentice	Parent Representative	Elected September 2022	June 2025
Irene Liang	Parent Representative	Elected April 2021	November 2023
Rita Lala	Staff Representative	Re-elected September 2022	June 2025
Richard Tosh	Presiding Member	Co-opted May 2021	September 2022
David Johnson	Parent Representative	Re-elected June 2019	September 2022

BOTANY DOWNS SCHOOL

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Botany Downs 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.

Jessica Storey	Vicki Parkins
Full Name of Presiding Member	Full Name of Principal
DocuSigned by:	DocuSigned by:
Jessica Storey	*Vicki Parkins*
08C496E124F6477...	6DE29E92D74B4F2
Signature of Presiding Member	Signature of Principal
16 June 2023	16 June 2023
Date:	Date:

Botany Downs School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2022

	Notes	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Revenue				
Government Grants	2	5,191,461	4,689,407	4,888,986
Locally Raised Funds	3	324,677	251,700	237,051
Interest Income		10,498	2,000	3,626
Total Revenue		5,526,806	4,943,107	5,129,663
Expenses				
Locally Raised Funds	3	67,523	67,500	71,310
Learning Resources	4	3,288,149	3,267,433	3,153,586
Administration	5	261,297	206,724	226,971
Finance		3,133	20,000	3,825
Property	6	1,510,280	1,378,848	1,330,692
Loss on Disposal of Property, Plant and Equipment		13,428	200	1,174
		5,143,810	4,940,705	4,787,558
Net Surplus / (Deficit) for the year		382,996	2,402	342,105
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		382,996	2,402	342,105

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

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Botany Downs School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2022

	Notes	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Equity at 1 January		990,788	990,788	648,683
Total comprehensive revenue and expense for the year		382,996	2,402	342,105
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		12,779	-	-
Equity at 31 December		1,386,563	993,190	990,788

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.

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Botany Downs School
Statement of Financial Position
As at 31 December 2022

	Notes	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Current Assets				
Cash and Cash Equivalents	7	1,026,140	198,329	590,521
Accounts Receivable	8	355,356	390,925	421,975
Prepayments		4,193	6,767	6,767
Investments	9	283,148	278,042	278,042
Funds Receivable for Capital Works Projects	16	6,979	-	-
		1,675,816	874,063	1,297,305
Current Liabilities				
GST Payable		20,575	23,479	23,479
Accounts Payable	11	271,739	248,896	248,896
Borrowings	12	2,880	2,160	3,600
Revenue Received in Advance	13	65,913	21,030	21,030
Provision for Cyclical Maintenance	14	170,673	58,690	127,682
Finance Lease Liability	15	19,863	(5,569)	27,001
Funds held for Capital Works Projects	16	172,352	-	265,510
		723,995	348,686	717,198
Working Capital Surplus/(Deficit)		951,821	525,377	580,107
Non-current Assets				
Property, Plant and Equipment	10	517,916	593,434	534,852
		517,916	593,434	534,852
Non-current Liabilities				
Borrowings	12	-	-	2,160
Provision for Cyclical Maintenance	14	75,190	67,463	102,004
Finance Lease Liability	15	7,984	58,158	20,007
		83,174	125,621	124,171
Net Assets		1,386,563	993,190	990,788
Equity		1,386,563	993,190	990,788

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

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Botany Downs School
Statement of Cash Flows
For the year ended 31 December 2022

	Note	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Cash flows from Operating Activities				
Government Grants		1,396,080	1,105,041	952,656
Locally Raised Funds		225,164	261,523	204,023
International Students		75,492	10,943	36,247
Goods and Services Tax (net)		(2,904)	6,181	6,181
Payments to Employees		(491,421)	(590,207)	(478,539)
Payments to Suppliers		(532,102)	(494,123)	(394,449)
Interest Paid		(3,133)	(20,000)	(3,825)
Interest Received		9,538	2,000	3,093
Net cash from/(to) Operating Activities		676,714	281,358	325,387
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		170	(200)	-
Purchase of Property Plant & Equipment (and Intangibles)		(117,592)	(232,369)	(107,773)
Purchase of Investments		(5,106)	(2,483)	(2,483)
Net cash from/(to) Investing Activities		(122,528)	(235,052)	(110,256)
Cash flows from Financing Activities				
Furniture and Equipment Grant		12,779	-	
Finance Lease Payments		(28,328)	28,836	(15,596)
Loans Received		(2,160)	-	(2,160)
Repayment of Loans		(720)	2,160	-
Funds Administered on Behalf of Third Parties		(100,138)	-	53,749
Net cash from/(to) Financing Activities		(118,567)	30,996	35,993
Net increase/(decrease) in cash and cash equivalents		435,619	77,302	251,124
Cash and cash equivalents at the beginning of the year	7	590,521	121,027	339,397
Cash and cash equivalents at the end of the year	7	1,026,140	198,329	590,521

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.

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Botany Downs School
Notes to the Financial Statements
For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity
Botany Downs 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 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 10.

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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.

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.

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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) 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.

h) 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:

Board Owned Buildings	20 years
Furniture and equipment	10–20 years
Information and communication technology	5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

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i) 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.

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. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

j) 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.

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

Long-term employee entitlements
Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows. Remeasurements are recognised in surplus or deficit in the period in which they arise.

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

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

m) 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.

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n) 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 school carries out painting maintenance of the whole school over a 7 to 15 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.

o) 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 and finance lease 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.

p) Borrowings

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

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.

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2. Government Grants

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	$	$	$
Government Grants - Ministry of Education	1,258,347	970,788	1,181,742
Teachers' Salaries Grants	2,723,476	2,625,676	2,614,301
Use of Land and Buildings Grants	1,209,638	1,092,943	1,092,943
	5,191,461	4,689,407	4,888,986

3. Locally Raised Funds

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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
Revenue	$	$	$
Donations & Bequests	141,456	136,000	90,545
Fees for Extra Curricular Activities	51,947	59,500	58,143
Trading	23,999	18,200	20,758
Fundraising & Community Grants	60,846	-	1,495
Other Revenue	3,820	2,000	4,806
International Student Fees	42,609	36,000	61,304
	324,677	251,700	237,051
Expenses			
Extra Curricular Activities Costs	48,897	59,500	52,112
Trading	1,269	3,000	2,781
Fundraising and Community Grant Costs	10,056	-	9,615
International Student - Other Expenses	7,301	5,000	6,802
	67,523	67,500	71,310
Surplus/ (Deficit) for the year Locally raised funds	257,154	184,200	165,741

4. Learning Resources

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	$	$	$
Curricular	40,579	66,257	38,673
Information and Communication Technology	54,795	34,000	56,240
Library Resources	3,774	4,000	3,514
Employee Benefits - Salaries	3,044,313	3,013,176	2,907,980
Staff Development	14,420	30,000	12,369
Depreciation	130,268	120,000	134,810
	3,288,149	3,267,433	3,153,586

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5. Administration

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	$	$	$
Audit Fee	8,920	8,920	8,660
Board Fees	3,315	4,000	4,490
Board Expenses	19,334	3,700	12,067
Communication	12,310	10,000	9,562
Consumables	26,384	13,500	27,551
Legal Fees	339	1,000	-
Other	26,172	31,000	28,121
Employee Benefits - Salaries	148,037	119,400	119,654
Insurance	5,652	5,000	5,211
Service Providers, Contractors and Consultancy	10,834	10,204	11,655
	261,297	206,724	226,971

6. Property

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	$	$	$
Caretaking and Cleaning Consumables	19,002	10,000	10,303
Consultancy and Contract Services	69,358	65,000	64,759
Cyclical Maintenance Provision	16,177	24,149	17,610
Grounds	12,961	36,000	5,463
Heat, Light and Water	45,693	45,000	44,227
Repairs and Maintenance	63,105	30,756	24,144
Use of Land and Buildings	1,209,638	1,092,943	1,092,943
Security	10,253	10,000	9,978
Employee Benefits - Salaries	64,093	65,000	61,265
	1,510,280	1,378,848	1,330,692

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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	$	$	$
Bank Accounts	1,026,140	198,329	590,521
Cash and cash equivalents for Statement of Cash Flows	1,026,140	198,329	590,521

Of the $1,026,140 Cash and Cash Equivalents, $172,352 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.

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8. Accounts Receivable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	$	$	$
Receivables	58,720	-	1,816
Receivables from the Ministry of Education	80,055	207,604	205,788
Interest Receivable	1,493	-	533
Banking Staffing Underuse	-	533	31,050
Teacher Salaries Grant Receivable	215,088	182,788	182,788
	355,356	390,925	421,975
Receivables from Exchange Transactions	60,213	-	2,349
Receivables from Non-Exchange Transactions	295,143	390,925	419,626
	355,356	390,925	421,975

9. Investments

The School's investment activities are classified as follows:

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
Current Asset	$	$	$
Short-term Bank Deposits	283,148	278,042	278,042
Total Investments	283,148	278,042	278,042

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10. Property, Plant and Equipment

2022	Opening Balance (NBV) $	Additions $	Disposals $	Impairment $	Depreciation $	Total (NBV) $
Building Improvements	134,668	-	(4,266)	-	(13,595)	**116,807**
Furniture and Equipment	241,827	88,279	(1,912)	-	(53,525)	**274,669**
Information and Communication Technology	70,243	20,482	(107)		(28,117)	**62,501**
Leased Assets	49,270	10,811	(1,644)		(29,964)	**28,473**
Library Resources	38,844	7,188	(5,499)		(5,067)	**35,466**
Balance at 31 December 2022	534,852	126,760	(13,428)	-	(130,268)	**517,916**

The net carrying value of ICT equipment held under a finance lease is **$28,473 (2021: $49,270)**

	2022 Cost or Valuation $	2022 Accumulated Depreciation $	2022 Net Book Value $	2021 Cost or Valuation $	2021 Accumulated Depreciation $	2021 Net Book Value $
Building Improvements	539,563	(422,756)	**116,807**	554,696	(420,028)	**134,668**
Furniture and Equipment	603,142	(328,473)	**274,669**	924,050	(682,223)	**241,827**
Information and Communication T	193,510	(131,009)	**62,501**	393,530	(323,287)	**70,243**
Leased Assets	73,737	(45,264)	**28,473**	139,473	(90,203)	**49,270**
Library Resources	114,536	(79,070)	**35,466**	125,052	(86,208)	**38,844**
Balance at 31 December	1,524,488	(1,006,572)	**517,916**	2,136,801	(1,601,949)	**534,852**

11. Accounts Payable

	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Creditors	23,402	52,275	22,344
Accruals	8,920	13,833	29,931
Banking Staffing Overuse	18,306	-	-
Employee Entitlements - Salaries	215,088	182,788	182,788
Employee Entitlements - Leave Accrual	6,023	-	13,833
	271,739	248,896	248,896
Payables for Exchange Transactions	271,739	248,896	248,896
	271,739	248,896	248,896

The carrying value of payables approximates their fair value.

12. Borrowings

	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Loans due in one year	2,880	2,160	3,600
Loans due after one year	-	-	2,160
	2,880	2,160	5,760

The school has borrowings at 31 December 2022 of $2,880 (31 December 2021 $5,760). This loan is from EECA for the purpose of installing Solar Heating. The loan is unsecured, interest free and payable in equal instalments of $720.

13. Revenue Received in Advance

	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Grants in Advance - Ministry of Education	12,000	-	-
International Student Fees in Advance	53,913	21,030	21,030
	65,913	21,030	21,030

14. Provision for Cyclical Maintenance

	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Provision at the Start of the Year	229,686	229,686	215,121
Increase to the Provision During the Year	16,177	24,149	16,088
Use of the Provision During the Year	-	(127,682)	(1,523)
Provision at the End of the Year	245,863	126,153	229,686
Cyclical Maintenance - Current	170,673	58,690	127,682
Cyclical Maintenance - Non current	75,190	67,463	102,004
	245,863	126,153	229,686

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2023. This plan is based on the schools 10 Year Property plan.

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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:

	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
No Later than One Year	21,248	58,690	27,001
Later than One Year and no Later than Five Years	8,302	58,158	20,007
Later than Five Years	(1,703)	-	-
	27,846	116,848	47,008
Represented by			
Finance lease liability - Current	19,863	58,690	27,001
Finance lease liability - Non current	7,984	58,158	20,007
	27,846	116,848	47,008

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. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 9.

2022	Opening Balances $	Receipts from MoE $	Payments $	Board Contributions $	Closing Balances $
SIP Projects	202,936	26,830	(227,733)	-	2,034
Block 3 RMS 14/15	617	-	(240)	-	377
ILE Reclad Stage 1	48,979	-		(48,979)	-
Reclad Stage 2 ILE	8,982	-	(15,395)	6,413	0
LSC Room	3,996	-	(10,975)	-	(6,979)
1235-2304 AMS Combined Upgrade	-	33,668	(1,277)	-	32,392
1235-2303 Building Re-Clad	-	12,500	(657)	-	11,843
Senior Playground	-	200,000	(74,294)		125,706
Totals	265,510	272,999	(330,570)	(42,566)	165,373

Represented by:

Funds Held on Behalf of the Ministry of Education	172,352
Funds Receivable from the Ministry of Education	(6,979)

2021	Opening Balances $	Receipts from MoE $	Payments $	Board Contributions $	Closing Balances $
SIP Projects	211,761	84,723	(93,548)	-	202,936
Block 3 RMS 14/15	-	20,277	(19,660)	-	617
ILE Reclad Stage 1	-	87,786	(33,807)	-	48,979
Reclad Stage 2 ILE	-	96,160	(2,828)	(84,350)	8,982
LSC Room	-	66,172	(62,176)	-	3,996
Totals	211,761	355,118	(212,019)	(84,350)	265,510

Represented by:

Funds Held on Behalf of the Ministry of Education	265,510
Funds Receivable from the Ministry of Education	-

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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 Board members, Principal, Deputy Principals and Heads of Departments.

	2022 Actual	2021 Actual
Board Members		
Remuneration	3,315	4,490
Leadership Team		
Remuneration	372,885	369,339
Full-time equivalent members	3	3
Total key management personnel remuneration	376,200	373,829

There are 6 members of the Board excluding the Principal. The Board had held 9 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:

	2022 Actual $000	2021 Actual $000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140-150	140-150
Benefits and Other Emoluments	1-5	1-5

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

Remuneration $000	2022 FTE Number	2021 FTE Number
100-110	2.00	3.00
110-120	1.00	1.00
	3.00	4.00

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

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19. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be board members, committee members, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2022 Actual	2021 Actual
Total	–	–
Number of People	–	–

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.

In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides and support staff employed in 2022. The Ministry is in the process of determining the amount of the final wash up calculation for the year ended 31 December 2022 and the impact of the final calculation on the financial statements is unable to be determined at the date of reporting. The School has therefore not recognised this wash up in its financial statements. The wash up is expected to be completed in July 2023.

21. Commitments

(a) Capital Commitments

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

(a) A contract for Building Re-clad to be completed in 2023, which will be fully funded by the Ministry of Education. $12,500 has been received of which $657 has been spent on the project to date; and
(b) A contract for AMS Upgrade to be completed in 2023, which will be fully funded by the Ministry of Education. $33,668 has been received of which $1,277 has been spent on the project to date; and
(c) A contract for Senior Playground to be completed in 2023, which will be fully funded by the Ministry of Education. $200,000 has been received of which $74,294 has been spent on the project to date.

(Capital commitments at 31 December 2021: $265,010)

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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	1,026,140	198,329	590,521
Receivables	355,356	390,925	421,975
Investments - Term Deposits	283,148	278,042	278,042
Total Financial assets measured at amortised cost	1,664,644	867,296	1,290,538

Financial liabilities measured at amortised cost

Payables	271,739	248,896	248,896
Borrowings - Loans	2,880	2,160	5,760
Finance Leases	27,847	52,589	47,008
Total Financial Liabilities Measured at Amortised Cost	302,466	303,645	301,664

23. Events After Balance Date

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

RSM

Independent Auditor's Report

To the readers of
Botany Downs School's
Financial statements
For the year ended 31 December 2022

The Auditor-General is the auditor of Botany Downs School (the School). The Auditor-General has appointed me, Wayne Tukiri, 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 19, that comprise the statement of financial position as at 31 December 2022, 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 2022; 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 20 June 2023. 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.

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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 school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

We communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

Other information

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

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

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

Independence

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

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

Wayne Tukiri
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand

Botany Downs School
2022 End of Year Analysis of Variance

Strategic Aim	**Goal 1: Enhance high quality future focussed teaching and learning** • Develop a localised curriculum • Embed Learner agency • Grow staff professional capability for continuous improvement for student achievement • Have a clear focus on what supports the progress of all learners **Goal 2: Practices are inclusive, respectful and culturally centred** • Embrace our bicultural heritage and be identifiable as a school of Aotearoa • Extend cultural understanding and opportunities for all learners/akonga **Goal 3: Foster Inclusive and collaborative partnership with our diverse community** • Invite our community to participate in shared learning experiences and wider school events • Develop more effective communication pathways for our community to grow partnerships with families/whanau and the community to support and enhance students learning
Annual Aim (BDS expectation)	75% of all students at every level will achieve at or above the National Curriculum expectations in Reading, Writing and Maths
Target	75% of all students in each Year level are achieving at or above curriculum level expectations in Reading, Writing and Maths. 75% of all students in our Maori and Pasifika cohorts are achieving at or above curriculum level expectations in Reading, Writing and Maths. All students identified as priority learners have made positive/upward progress (shift) in curriculum sub-levels. **Target Groups Based on End 2021 AOV data** • Year 4 Writing (36 students) • Year 3 Reading (38 students) • Year 3 Writing (35 students) • Pasifika Maths-as Priority Learners in Years 3-6 (11 Pasifika students) • Maori Writing-as Priority Learners in Years 3, 5-6 (5 Maori students) • Pasifika Writing-as Priority Learners in Years 3-6 (9 Pasifika students) • Maori Maths-as Priority Learners in Year 6 (4 students) **Year Level Teams Professional Learning Communities (PLC) Target Focus Areas** • Year 0/1-Literacy (oral language): What oral language strategies will best support our Year 0/1 learners to be confident with sharing ideas and support their literacy development? • Year 2-Literacy (reading-structured literacy): Through a structured literacy lens, use segmenting and blending to read and write. • Year 3-Literacy (writing/reading-learner agency and structured literacy): Developing learner agency in writing and the

implementation of structured literacy to support priority learners.
- Year 4-Literacy (writing-collaborative programme): Teaching writing in a collaborative structured program, with specific goals for students.
- Year 5-Literacy (writing-student engagement): Develop student engagement with writing with a focus on structure and language features.
- Year 6-Numeracy (maths-student growth mindset): Develop positive student growth mindset for learning in maths.

Specialist Support Programmes
- ESOL-Literacy (writing): Build learner agency in writing.
- LSC-Literacy (reading/writing): Grow staff professional capability for continuous improvement for student achievement with a focus on small group intervention using StepsWeb.

End of Year Data	Groups	Reading (% at/above)	Writing (% at/above)	Maths (% at/above)
	Year 1	70	70	90
	Year 2	73	56	63
	Year 3	79	67	72
	Year 4	77	68	77
	Year 5	82	72	80
	Year 6	74	69	80
	Maori	80	60	60
	Pasifika	50	41	50
	Total	76	68	77

Actions (what did we do?) - For Reading, Writing and Maths

Professional Learning Communities (PLC)
DP's provided PD for Team Leaders to develop Year level teams as Professional Learning Communities. This approach has targeted specific groups of priority learners. Teams implement the approach twice a term to guide the progress of target groups.
Specific actions are now in place for teams to focus on their target groups with teams focussing on raising student outcomes.
Teacher Professional Growth Cycle (PGC) goals feed into each PLC to improve their teaching practice and in turn student learning and outcomes.
PGC and PLC goals are now reflected through teacher planning, priority learner actions, intervention groups and teacher aide support.
Team Leader PLC feedback sessions at Leadership Team meetings provide summaries of progress.

Term 3/4 PLC feedback:

- **Year 1:** A strong emphasis on explicit teaching of vocabulary - most evident in Structured Literacy (SL) lessons, using commenting instead of questioning to model vocabulary. Renee attending second session of a foundation oral language PD online and to feedback to team new strategies.
- **Year 2:** SL strategies including SL. Students making good progress with SL approach. Kirsten TA working with Year 2 groups using SL for extra focus on Priority Learners. Way of teaching Handwriting.
- **Year 3:** Targeting barriers to writing: Implementation of SL Handwriting Scope and Sequence. Phonics assessment (to be implemented team wide to determine targeted teaching for T4). Introduction of daily SSW.
- **Year 4:** Focus on literacy going back to basics. Lots of modelling of writing genres before starting writing. A week looking at models of different genres before writing. Focus on basic language features, paragraphs, speech marks and interesting vocabulary. Positive results are coming through in assessments now which is positive. Waiting for more results to come through with results are looking good so far. Focus on small bite size pieces or writing, quality not quantity.
- **Year 5:** Writing: Using exemplars and success critierias to teach specific genre and explicit teaching of language and structual features. Lots of scaffolding before the students start to brainstorm and write. Each teacher is also working on their own goals for writing. 2 good pieces of writing per genre, but with focussed scaffolding.
- **Year 6:** Maths growth mindset: Students are working in ability groups for strand goals, but then split into mixed ability groups for problem solving and project based learning such as tower building. These groups are made by the teacher so there is a low, mid and high student in each group. It seems that the higher level students are taking the lead, but the mid and low students are working well together to accomplish common goals. We have not done another survey to assess students' growth mindset as of yet but will do so in T4 to get a gauge of how this is going.

Professional Growth Cycle (PGC)
Staff PD on Te Tiriti o Waitangi principles was reflected in updating Quality Practice Statements for each teams PGC.
Teachers attended Kahui Ako organised Growth Coaching PD course to ensure upskilling of coaching knowledge/practice for buddy coaching as part of our PGC.
Team leaders to continue with monitoring team planning and class programmes (becoming more collaborative) as part of PGC.
Buddy coaching observations implemented for quality feedback to improve teacher practice.

Priority Learners
Feedback to each Year Level team so that correct Priority Learners are catered for.
Ensure all Maori and Pasifika students are included as Priority Learners.
DP's and TL's review of termly actions and reflections to ensure progress is achieved, feeding in to tracking of students for PGC and PLC goals.

Bicultural Approach
Teams used new Aotearoa/NZ Histories Curriculum to plan Term 4 Inquiry. This was based on previous PD.
Monitor and support Maori and Pasifika students (as priority learners) across the school in order to raise and accelerate student achievement.
Review and refresh of our current school values and identifying our capabilities has involved developing surveys to connect with the community to gather voice, feedback, identifying cultural needs and thus enhancing positive relationships with our school community.

General
Quality curriculum programmes of learning for target groups focussing on identified needs to provide accelerated progress.
Greater emphasis on collaborative team planning.
Maintain teaching practices that align with the BDS Effective Reading, Writing and Maths guidelines.
Share best practice at Team Leader, Staff and Team meetings in Reading, Writing and Maths.
Curriculum Group meetings for consistent approaches and resourcing.

Purchase relevant resources in Reading, Writing and Maths.
SENCO's/LSC to look at effective placement of Teacher Aides to support identified students.

Literacy
Structured Literacy professional development has continued with facilitators working alongside all teachers to develop practice. New structured literacy resources have been purchased and teacher resource needs have been responded to. Handwriting professional development across Year 0-3 classes has supported writing development. Our Junior Literacy Kahui Ako Within School Leader has worked alongside teachers as well and has modeled lessons, and supported teachers with resources as needed. She has completed the BDS Junior Literacy Overview and is supporting teachers to trial this and gather feedback before the end of the year. Working with Professional Development providers, our Year 1-3 team leaders have reviewed and made changes to junior literacy assessment tools
All classes continue to utilise online and digital resources e.g. EPIC books, Sunshine Online and Sunshine Classics.
Online Literacy support for Years 4-6 Hapara and Google Classroom.
Quick 60 supports our Year 2-3 students Reading and comprehension skill development, aligning with the structured literacy approach.
An enrichment Literacy group in Year 5-6 will be selected to work towards the HPPA Writers Quiz (Lit Quiz).
New resources purchased to support Year 4 Reading and Oral Language learning experiences.

Maths
Maths Curriculum refresh proficiencies and capabilities discussed within Leadership meetings, Team leaders have shared background information with their teams. Teachers have had opportunities to attend Maths refresh webinars.
Collaborative planning and sharing of best practice has continued.
New resources have been purchased to support hands on and visible learning.
Use NZ maths website, AWS, Connecting All Strands, Target Maths for mathematics programmes.
Effective collaborative planning for Maths on Years 4-6.
Junior school teachers sharing best practice and trialling some inquiry maths contexts e.g counting collections.
Teachers will integrate aspects of Digital Technologies into Maths e.g. computational thinking.
Maths enrichment group working on Otago Challenge and Mathex in Year 6.
DP's attended PD course on Maths looking into the upcoming Maths curriculum refresh.
PD for Team leaders on what Maths looks like at BDS at Leadership Team meeting.

Assessment
Teachers have moderated reading, writing and maths, improving consistency of expectations and reliability of OTJs. Effective moderation has provided next steps for learning and is informing planning and teaching. Teachers have used BDS reading and writing goal sheets to provide consistency and are also developing learner agency with akonga knowing their goals in reading and writing.
Year 0-3 assessments specifically have been reviewed, trialed and changed to reflect teaching and learning needs in line with Structured Literacy PLD.
Develop staff capability when moderating and analysing assessment for guidance of planning. This will support identification of student needs in Reading, Writing and Maths for greater consistency.
Use writing goal sheets for student voice/learner agency across the school.

LSC
In collaboration with Team Leaders and SENCO's/DP's, the LSC provided learning support programmes for identified target groups i.e. StepsWeb Literacy programme (Year 4 - 6) and Social & Emotional Regulation (Bricks Club) support (Year 3 - 4).
Provide individualised support for identified students and their whanau for specific needs i.e. anxiety, separation disorders, and diagnosed conditions.
Ensure TAs schoolwide were providing effective support to individuals/small groups within classrooms.

Support class teachers by providing resources, recommending strategies and identifying 'next steps' for individual students identified by SENCOs.

ESOL
After parent interviews at end of T2, students needed more scaffolding and opportunities to talk about their learning with others. Now recording group learning intentions on paper so that we can refer back and developing success criteria with students.
Students are familiar with using speaking frames to share their work with their parents on Seesaw so have further developed speaking frames to include learning intentions. This helps children build the vocabulary needed to talk about their learning and gives them opportunities to practise using it.
Created time in ESOL timetable to support new migrants who have enrolled at our school now that the NZ borders have reopened. These new learners of English attend ESOL 5 days a week in a small groups. The focus is on developing confidence when speaking, learning high frequency words, letter formation, and alphabet knowledge. The programme has been adapted after observing Belinda Duggan to include basic writing skills.

READING
Outcomes: What happened?

Reading
- Year groups 3, 4, 5, Maori and Total student cohorts have met target (BDS expectation) of 75% at or above the National Curriculum expectations in Reading for the end of 2022

Analysis:
1. At the end of 2022, 76% of all students are at/above their expected curriculum level in Reading.
2. At the end of 2022 Years 1, 2, 6 and our Pasifika cohorts have not met our target.
3. The current Year 1 cohort is 5% away from reaching our target.
4. The current Year 2 cohort is 2% away from reaching our target and has increased at and above by 1% since the mid of 2022.
5. The current Year 6 cohort is 1% away from reaching our target and has increased at and above by 3% since the mid of 2022.
6. The current Pasifika cohort is 25% away from reaching our target.
7. We currently have 20 Maori students, whereas at mid 2022 we had 21 Maori students.
8. We currently have 32 Pasifika students, whereas at mid 2022 we had 34 Pasifika students.

Year 1 Commentary
1. Year 1 has 29 students working towards the expected curriculum level in Reading. 3 students receive support from RTLB. SLT (speech/language support) and Ministry of Education psychologist. 2 Teacher Aides provide Structured Literacy support in individual or small groups or and also provide LLI support. 1 TA provides individual support for a high behavioral needs student. 3 students are new to BDS since mid 2022. All students are provided with a targeted structured literacy programme with ongoing assessment. 1 student is identified as needing ESOL support as ELLs. All 29 students are provided with support through specific priority learner actions implemented by teachers.
2. There are 5 Maori students (100%) working at or above the expected level.
3. There are 5 Pasifika students (80%) working towards the expected curriculum level . 1 Pasifika student(20%) is working at or above the expected level in reading.

Year 2 Commentary
1. Year 2 has 24 students below the expected curriculum level in reading. 15 students receive ESOL support as ELL's. 4 students have had Quick 60 support in term 3 & 4. Year 2 has 2 teacher aides who provide small group and/or individual extra Structured Literacy support. Year 2 has a teacher

aide who supports a high needs student . 1 student has RTLB learning and behaviour support. 2 students are new to BDS since mid 2022. All 24 students are provided with support through specific priority learner actions implemented by teachers.
2. There are 2 Maori students (33%) who are below the expected curriculum level in reading and 4 Maori students (66%) who are at or above the expected curriculum level.
3. There are 2 Pacifika students(33%) who are working below the expected curriculum level and 4 Pacifika students (66 %) are working at or above.

Year 3 Commentary
1. Year 3 has 22 students working below the expected level in reading. 4 students have identified special needs, 2 students receive outside support with LLI for speech and language, 1 student receives funding for severe behaviour, 2 students have received RTLB support, 13 students have received Quick 60 support in Terms 3/4, 16 students receive ESOL support as ELL's. 2 students receive extra alphabet support. 3 students are new to BDS since mid 2022. All 22 students are provided with support through specific priority learner actions implemented by teachers.
2. There is 1 Maori student (50%) below the expected level and 1 Maori student (50%) at or above.
3. There are 3 Pacifika students below the expected curriculum level (100%)

Year 4 Commentary
1. Year 4 has 17 students below curriculum level in Reading. 10 students receive ESOL support as ELL's. 4 students attended StepsWeb literacy group with our LSC. 4 students receive specific support from a teacher aide. 1 student has had Speech and Language support through LLI. 2 students are new to BDS since mid 2022. All 17 students are provided with support through specific priority learner actions implemented by teachers.
2. In Year 4 there are no Maori students.
3. In Year 4 there are 2 Pasifika students (50%) who are at and above curriculum level for Reading. 2 Pasifika students (50%) are below the curriculum level.

Year 5 Commentary
1. Year 5 has 18 students below curriculum level in Reading. 7 students receive ESOL support as ELL's. 1 student has ICS funding for one hour per day. 1 student has had RTLB support. 4 students attended StepsWeb literacy group with our LSC. 2 students receive specific support from a teacher aide. 2 students are new to BDS since mid 2022. All 18 students are provided with support through specific priority learner actions implemented by teachers.
2. In Year 5 there is 1 Maori student (50%) who is at curriculum level for Reading. 1 Maori student (50%) is below the curriculum level.
3. In Year 5 there are 4 Pasifika students (80%) who are at and above curriculum level for Reading. 1 Pasifika student (20%) is below the curriculum level.

Year 6 Commentary
1. Year 6 has 26 students below curriculum level in Reading. 1 student has identified special needs and receives ORS funding and STOS support. 13 students receive ESOL support as ELL's. 3 students attended StepsWeb literacy group with our LSC. 2 students receive specific support from a teacher aide. 1 student received support from RTLB for learning. 3 students are new to BDS since mid 2022. All 26 students are provided with support through specific priority learner actions implemented by teachers.
2. In Year 6 there are 5 Maori students (83%), who are at curriculum level for Reading. 1 Maori student (17%) is below the curriculum level.
3. In Year 6 there are 3 Pasifika students (60%) who are at curriculum level for Reading. 2 Pasifika students (40%) are below curriculum level.

WRITING

Outcomes: What happened?

Writing
- No cohorts have met target (BDS expectation) of 75% at or above the National Curriculum expectations in Writing for the end of 2022

Analysis:
1. At the end of 2022, 68% of all students are at/above their expected curriculum level in Writing, 7% away from reaching our target.
2. At the end of 2022 no student cohorts have met our target.
3. The current Year 1 cohort is 5% away from reaching our target.
4. The current Year 2 cohort is 19% away from reaching our target.
5. The current Year 3 cohort is 8% away from reaching our target, yet has increased at and above by 11% since the mid of 2022.
6. The current Year 4 cohort is 7% away from reaching our target.
7. The current Year 5 cohort is 3% away from reaching our target, yet has increased at and above by 4% since the mid of 2022.
8. The current Year 6 cohort is 6% away from reaching our target, yet has increased at and above by 1% since the mid of 2022.
9. The Total student cohort is 7% away from reaching our target.
10. The current Maori cohort is 15% away from reaching our target.
11. The current Pasifika cohort is 34% away from reaching our target.
12. We currently have 20 Maori students, whereas at mid 2022 we had 21 Maori students.
13. We currently have 32 Pasifika students, whereas at mid 2022 we had 34 Pasifika students.

Year 1 Commentary
1. Year 1 has 29 students working towards the expected curriculum level in Writing. 3 students receive support from RTLB. SLT(speech/language support) and Ministry of Education psychologist. 2 Teacher Aides provide Structured Literacy writing/dictation support in individual or small groups and also provide LLI support. 1 TA provides individual support for a high behavioral and learning needs student. 1 student is identified as needing ESOL support as ELLs. 3 students are new to BDS since mid 2022. All 29 students are provided with support through specific priority learner actions implemented by teachers.
2. There are 4 Maori students (80%) working at or above the expected level. 1 Maori student(20%) working towards the expected level
3. There are 6 Pasifika students (100%) working towards the expected curriculum level .

Year 2 Commentary
1. Year 2 has 38 students below the curriculum level in Writing. 16 students receive ESOL support as ELL's. Year 2 has 2 teacher aides who provide small group and/or individual extra Structured Literacy phonics/spelling/writing support. Year 2 has a teacher aide who supports a high needs student . 1 student has RTLB learning and behaviour support. 2 students are new to BDS since mid 2022 All 38 students are provided with support through specific priority learner actions implemented by teachers.
2. There are 2 Maori students (33%) who are below the expected curriculum level in writing and 4 Maori students (66%) at or above the expected curriculum level.
3. There are 4 Pacifika students(66%) who are working below the expected curriculum level and 2 Pacifika students (33 %) working at or above the expected curriculum level.

Year 3 Commentary
1. Year 3 has 32 students below curriculum level in Writing. 9 students receive ESOL support as ELL's. 2 students receive extra alphabet support. 1 TA provides Structured Literacy support with phonics, dictation and spelling for 10 students. 4 students have identified special needs, 2 students receive outside support with LLI for speech and language, 1 student receives funding for severe behaviour, 2 students have received RTLB support for learning and behaviour. 3 students are new to BDS since mid 2022. All 32 students are provided with support through specific priority learner actions implemented by teachers.
2. There is 1 Maori student(100%) at or above the expected curriculum level for Writing.
3. There are 5 Pasifika students(83%) that are below the expected curriculum level and 1 Pasifika student (17 %) at or above the expected level for Writing.

Year 4 Commentary
1. Year 4 has 24 students below curriculum level in Writing. 8 students receive ESOL support as ELL's. 8 students attended StepsWeb literacy group with our LSC. 4 students receive specific support from a teacher aide. 1 student had Speech and Language support through LLI and 1 student is supported by an RTLB for Learning and Behaviour. 2 students are new to BDS in since mid 2022. All 24 students are provided with support through specific priority learner actions implemented by teachers.
2. In Year 4 there are no Maori students.
3. In Year 4 there are 2 Pasifika students (50%) who are at and above curriculum level for Writing. 2 Pasifika students (50%) are below the curriculum level.

Year 5 Commentary
1. Year 5 has 27 students below curriculum level in Writing. 1 student has ICS funding (1 hour per day), 7 students receive ESOL support as ELL's. 5 students attended StepsWeb literacy group with our LSC. 2 students receive specific support from a teacher aide. 2 students are new to BDS since mid 2022. All 27 students are provided with support through specific priority learner actions implemented by teachers.
2. In Year 5 there are 2 Maori students (100%), who are below curriculum level.
3. In Year 5 there are 4 Pasifika students (80%) are at curriculum level. For Writing. 1 Pasifika student (20%) is below curriculum level.

Year 6 Commentary
1. Year 6 has 30 students below curriculum level in Writing. 1 student has identified special needs and receives ORS funding and STOS support. 13 receive ESOL support as ELL's. 5 students attended StepsWeb literacy group with our LSC. 2 students receive specific support from a teacher aide. 1 student received support from RTLB for Learning. 3 students are new to BDS since mid 2022. All 30 students are provided with support through specific priority learner actions implemented by teachers.
2. In Year 6 there are 3 Maori students (50%), who are at curriculum level for Writing. 3 Maori students (50%) are below the curriculum level.
3. In Year 6 there are 3 Pasifika students (60%) who are at curriculum level for Writing. 2 Pasifika students (40%) are below curriculum level.

MATHS
Outcomes: What happened?

Maths
- Year groups 1, 4, 5, 6 and Total student cohorts have met target (BDS expectation) of 75% at or above the National Curriculum expectations in Maths for the end of 2022.

Analysis:
1. At the end of 2022, 77% of all students are at/above their expected curriculum level in Maths.
2. At the end of 2022 Years 2, 3 and our Maori and Pasifika cohorts have not met our target.
3. The current Year 2 cohort is 12% away from reaching our target.
4. The current Year 3 cohort is 3% away from reaching our target, yet has increased at and above by 11% since the mid of 2022.
5. The current Maori cohort is 20% away from reaching our target.
6. The current Pasifika cohort is 50% away from reaching our target.
7. We currently have 20 Maori students, whereas at mid 2022 we had 21 Maori students.
8. We currently have 32 Pasifika students, whereas at mid 2022 we had 34 Pasifika students.

Year 1 Commentary
1. Year 1 has 10 students working towards the expected curriculum level in Maths. 1 student is identified as needing ESOL support as ELLs. 2 students receive individualised support with a TA. 2 students receive support from RTLB, and SLT(speech/language support). 1 student receives support from Ministry of Education psychologist. 3 students are new to BDS since mid 2022.
2. There are 5 Maori students(100%) are working at or above the expected level in Maths
3. There are 3 Pasifika students (50%) are working towards the expected level in Maths and 3 Pasifika students (50%) at or above the expected curriculum level

Year 2 Commentary
1. Year 2 has 32 students below the expected curriculum level in Maths. 10 students receive ESOL support as ELL's. Year 2 has 2 teacher aides who provide small group and/or individual support. Year 2 has a teacher aide who supports a high needs student . 1 student has RTLB learning and behaviour support. 2 students are new to BDS since mid 2022. All 32 students are provided with support through specific priority learner actions implemented by teachers.
2. There are 3 Maori students (50%) below the expected level and 50 % at or above the expected curriculum level.
3. There are 2 Pasifika students (33%) below the expected level and 4 Pacifika students (66 %) at or above the expected curriculum level.

Year 3 Commentary
1. Year 3 has 28 students below the expected curriculum level in Maths. 4 students have identified special needs, 2 students receive outside support with LLI for speech and language, 1 student receives funding for severe behaviour, 2 students have received RTLB support for learning and behaviour. 8 students receive ESOL support as ELL's. 3 students are new to BDS since mid 2022. All 28 students are provided with support through specific priority learner actions implemented by teachers.
2. There is 1 Maori student(100%) at or above the expected curriculum level for Maths.
3. There are 5 Pasifika students(83%) that are below the expected curriculum level and 1 Pasifika student (17 %) at or above the expected level for Maths.

Year 4 Commentary
1. Year 4 has 18 students below curriculum level in Maths. 6 students receive ESOL support as ELL's. 5 students attended StepsWeb literacy group with our LSC. 4 students receive specific support from a teacher aide. 1 student has Speech and Language support through LLI and 1 student is supported by an RTLB for Learning and Behaviour. 2 students are new to BDS since mid 2022. All 18 students are provided with support through specific priority learner actions implemented by teachers.
2. In Year 4 there are no Maori students.
3. In Year 4 there are 2 Pasifika students (50%) who are at and above curriculum level for Maths. 2 Pasifika students (50%) are below the curriculum level.

Year 5 Commentary
1. Year 5 has 20 students below curriculum level in Maths. 1 student has ICS funding (1 hour per day). 6 students receive ESOL support as ELL's. 4 students attend StepsWeb literacy group with our LSC. 2 students receive specific support from a teacher aide. 2 students are new to BDS since mid 2022. All 20 students are provided with support through specific priority learner actions implemented by teachers.
2. In Year 5 there are 2 Maori students (100%), who are below curriculum level.
3. In Year 5 there are 2 Pasifika students (40%), who are at curriculum level for Maths. 3 Pasifika students (60%) are below curriculum level.

Year 6 Commentary
1. Year 6 has 20 students below curriculum level in Maths. 1 student has identified special needs and receives ORS funding and STOS support. 10 students receive ESOL support as ELL's. 2 students attend StepsWeb literacy group with our LSC. 2 students receive specific support from a teacher

aide. 1 student received support from RTLB for Learning. 3 students are new to BDS since mid 2022. All 20 students are provided with support through specific priority learner actions implemented by teachers.

2. In Year 6 there are 3 Maori students (50%), who are at curriculum level for Maths. 3 Maori students (50%) are below the curriculum level.
3. In Year 6 there are 4 Pasifika students (80%) who are at curriculum level for Maths. 1 Pasifika student (20%) is below curriculum level.

Reasons for Variance (why did it happen?)

2022 Mid and End of Year Report OTJ
With a full year using Overall Teacher Judgements (OTJ), showing student progress has been more reliable with triangulation of data.

Attendance
Monitoring of attendance. LSC working with Attendance Officer. BDS process to support students returning to school. Impact on student learning.

Teaching after removal of Covid Protection Framework
No interruptions.
Consistent teaching prgrammes delivered at all Year levels.
Consistent student learning experiences.
Hybrid learning-face to face and digital learning.
Collaborative planning within teams.
Some impact of student and teacher illness.

Professional Learning Communities
Successes (what worked well)
Year 1: PD for teachers with RTLB providing knowledge about oral language development. Using explicit teaching of vocab to support understanding of texts during SL time.
Year 2: Having Daily Structured Lit from Teacher Aide - Kirsten. Teacher Aide - did fine motor skills.
Year 3: Support from Teacher Aides with Structured Literacy and Quick 60 has been invaluable! Across team writing moderation to develop a shared understanding (over several sessions). Kept having these conversations over several weeks. PD with Belinda (Handwriting), Christine and Shirley's support-looking forward to growing our Stuctured Literacy knowledge in 2023.
Year 4: Modelling using real world examples, scaffolding then spending time studying a genre before practicing it. Following on from the learning of one genre on to the next include the common language features that occur across genre. Sharing resources and more collaborative planning so that one thing that worked in a class was copied in the other classes. We were working smarter, not harder. This also gave more consistency across the classes. We noticed the children were talking about what they did across classes. Having a clear purpose also drove student engagement and the desire to complete to a high standard.
Year 5: Having individual teacher goals for writing allowed us to focus on students who needed extra support including engagement with their writing, Maori and Pasifika students involvement and improving on their spelling and grammar.
Year 6: Our survey worked really well to inform us about how the students viewed themselves in terms of a growth mindset in Maths. We used some fun problem solving activities that the students really benefitted from and had some students that were lower really shine in this area.

Challenges (things to improve)
Year 1: JOST testing showed that even the students we felt we lower in oral language were not. Time factors in a busy classroom environment.
Year 2: High focus on Structured Literacy-Reading and Writing, however Maths wasn't given the same priority as Literacy.

Year 3: It was hard to gain momentum with Structured Literacy with a handful of Priority Learners who were averaging high levels of absenteeism.

Year 4: Large focus on developing writing, took a lot of class time, some of the more fun parts of school were sacrificed to focus on the writing. The students worked hard this year on writing.

Year 5: Finding and using the 'right' kind of resources on topics that interested the students for enagement. Fitting Literacy in the first block with reduced time meant we didn't have as much time to spend on writing as reading took longer.

Year 6: The Year 6 team believe its really hard to change a students way of thinking and as such the data did not make too many shifts. For the end of the year over 60% of the class believes that they are now good at Maths, with only 3% thinking that they are definitely not good at Maths. It was nice to see that now a larger number of students do not worry about comparing themselves to their peers. It was interesting to see that there is a pretty even split around switching for Maths. They dont seem to worry about that. It was great to see that over 60% of students have the resilience to try their hardest to solve challenging problems and the rest feel comfortable asking their peers and teacher for support. The final interesting data point was that 20% of students feel that they put pressure on themselves to do well in Maths which was the same as the perceived pressure from teachers. Parents and friends take up another 50%.

Things to think about (changes in teacher practice, students achievement, we found out, wonderings

Year 1: Strategies such as commenting have supported a change in approach e.g. not always asking questions. Wonderings - What oral language assessments we can use to support us at the beginning of the year and feeding this back to parents. Support for speech language delays and how we can support this e.g. colourful semantics

Year 2: We all had Structured Literacy PD with Christine inclass support which supported Literacy levels. Wonderings - Assessment for next year (which will be changed) as this year was far too much.

Year 3: Concerted effort to bring down those barriers; phonics and handwriting at least 3x weekly across the team. This has helped contribute to a shift of students from 'below' to 'at' in writing and reading. Students were more engaged and enjoyed writing when it was linked to a concept or Inquiry. Wonderings - developing student agency in reading, writing and maths across the team, and what might this look like?

Year 4: Keep developing the bank of mini-lessons, continue collaboration of resources that worked.

Year 5: We changed the way we planned our writing to ensure that we were targeting our goals (eg. topics of interest) and being more aware of the students needing extra support or challenges. Students showed more motivation to write. This was reflected in their e-asttle writing results. Wonderings - we might need to look at moving literacy to the middle block to give us enough time to do both reading and writing.

Year 6: The data shows that there is still a lot of work to do with getting the students to have a growth mindset in Maths. For next steps, we could bring in growth mindset activities and focus starting more in Term 1. This could then be used in whole year 6 activities so we can have consistency. Swapping from normal classes to split classes and then back to normal classes could have had an effect (both good and bad) on the validity of the data. For next year I think this is still a really good goal but could be structured better and extend to literacy as well.

Specialist Support Programmes

ESOL
- Working with Iris in the newly developed role of bilingual support person e.g celebrating the diversity of our school through events such as the Mandarin/Cantonese school speech competition.
- Setting up structures to support new students to our school has been an excellent development e.g. training Y5/6 students to work as Ambassadors, creating a foundation group for new migrants to work with you daily, communicating regularly with parents through Seesaw, in the playground or by phone.
- Delivering more hands-on, authentic learning experiences this year now that Covid restrictions have been eased. For example, students have planted their own seedlings and used produce from the school vegetable garden for cooking.

LSC
- StepsWeb 'Pre and Post' formative assessments show all students showed significant improvement in their spelling age of between 1.6 years and 4.2 years. Of the 6 students who were 'low' in visual discrimination pretesting, 4 moved to 'age appropriate' and 2 moved to 'low average'.
- Student Voice data showed that 100% of students were positive about participating in the programme and had gained confidence in their own

abilities as well as being able to verbalise new strategies they used to support their own reading, spelling and writing.

- Teacher Voice data showed that 100% of class teachers could identify specific aspects of student learning that was a result of StepsWeb, improved self confidence and an increase in literacy engagement within the classroom.
- Social & Emotional Regulation groups - these students often find academic learning and interacting in a positive way within the classroom with peers challenging so a focus on these specific skills and having the opportunity to practise them supported by an adult has helped to shift social and emotional outcomes (wellbeing) for these students. Teachers, whanau and students have confirmed that they will now verbalise and attempt independently the strategies learnt and reinforced within the Bricks Club group.

Further reasons for variance
- Reading, Writing and Maths programmes have adapted with an increasing digital influence to engage students.
- Team Leaders have provided effective monitoring of teams e.g. PGC, PLC, planning, assessment.
- Analysis of assessments (beginning/mid year) led to specific planning based on student needs.
- An improvement in how SLT/LSC has organised use of Teacher Aides to support student learning.
- Engaging priority learners in specific actions. This has had very positive feedback from ERO.
- Continued ESOL support for ELL's and their family by ESOL coordinator e.g. parent interviews.
- Ongoing improvements to International Learners being welcomed to BDS.
- Engaging students with effective teaching, improved attendance has led to effective learning and improved outcomes.

Evaluation (where to next?)

General

Ongoing Local Curriculum PLD will support authentic, connected deep learning that is relevant and focussed around BDS learner needs.

Analyse mid year data to reflect on target group progress.

Use mid year data to reflect on Priority Learner progress and develop specific actions. These action will be reflected in teacher planning, priority learner actions, intervention groups, teacher aide support.

Engaging quality curriculum learning programmes of learning for target groups focussing on identified needs from mid year data analysis to provide accelerated progress.

Embed updated BDS Effective Reading, Writing and Maths guidelines.

Embed updated BDS Maths and Literacy overviews.

Share best practice at Team Leader, Staff and Team meetings in Reading, Writing and Maths.

Team Leader feedback on Professional Learning Communities progress to update on target group.

Team leaders to continue with monitoring team planning and class programmes (becoming more collaborative).

Team meetings will involve reflection, discussion and next steps around learning progress and achievement.

Curriculum Group meetings for consistent approaches and resourcing. This includes planning and integration of subjects.

Purchase relevant resources in Reading, Writing and Maths.

SENCO's/LSC/ESOL to work collaboratively to look at effective placement of Teacher Aides to support identified students.

Work with Teacher Aides to best support learners, teachers and accelerate progress and achievement.

Using our Capabilities to develop a progression of skills(Year 1,3,6) that can be woven into planning and programmes that creates a BDS Learner profile

Learner Agency plan and PD for staff on Learner Agency.

Begin PD with staff on upcoming curriculum refresh e.g. Maths and Literacy. Use of guides from MOE.

Set target groups for 2023 to provide pathways for Year level PLC's.

Further Growth Coaching for untrained teachers and new staff to be completed through Kahui Ako in 2023.
Review and update Priority Learner guidelines, process and documentation for 2023.
Optional Te Reo course offered for staff in 2023.
PD for staff on draft English curriculum refresh in 2023.
PD for staff on draft Maths and Statistics curriculum refresh in 2023.
Review relevant subject assessments and how to use data to improve teaching and learning-Maths and Literacy.

Literacy
Year 3 Structured Literacy, spelling and phonics programme to be embedded with targetted support from WSL and PLD providers, and to progress into Year 4 to support identified learners .
Year 1-3 teachers to have specific support to maximise the use of assessment information to further enhance OTJs, planning and programmes.
Regular discussion on progress and achievement of priority learners within Team meetings
Team inquiry into opportunities for writing PLD to improve teacher practice and learner outcomes will be utilised. Targetted accelerated writing groups with identified students in Year 3 to start beginning of Term 3.
Continue Quick 60 in Years 2-3
Continue developing and providing professional development, purchasing and utilising new resources to scaffold the implementation of Structured Literacy in Year 1-3 classes.
Continue to utilise online and digital resources e.g. EPIC books, Sunshine Online and Sunshine Classics.
Embed online Literacy support for Years 4-6 Hapara and Google Classroom.
An enrichment Literacy group will be selected to work towards the HPPA Writers Quiz (Lit Quiz) organised by our school Librarian.
Implement updated Reading and Writing Effective Programmes in Curriculum Manual.
Implement updated Literacy Overview in Curriculum Manual.

Maths
To upskill, review, reflect on Maths practice inline with current research and evidence to ensure we are covering all aspects of a balanced Maths programme.
To continue to use NZ Maths. AWS, Connecting All Strands (NZC) texts and other relevant resources that reflect current Maths pedagogy.
Share best practice in and across teams.
Use Maths assessments, ensuring they are meaningful and relevant.
Regular discussion on progress and achievement of priority learners within Team meetings for Maths.
Continued collaborative Maths long term planning across Year 4-6 teams.
Teachers will continue to integrate aspects of Digital Technologies into Maths e.g. computational thinking
Provide Maths enrichment group working on Otago Challenge and Mathex in Year 6.
Implement updated Maths Effective programme in Curriculum Manual.
Implement updated Maths Overview in Curriculum Manual.

Assessment
Develop staff capability when moderating and analysing assessment for guidance of planning. This will support identification of student needs in Reading, Writing and Maths for greater consistency.
Continue the use of writing goal sheets for student voice/learner agency across the school.
Ensure data is unpacked effectively and next steps are clear as part of PGC and PLC approaches.
Review and refine Assessment Schedule to make data entry match up with relevant testing.
Ongoing review of assessment tools and effective use of data to guide teaching and learning.

Cultural Capabilities
Monitor and support Maori and Pasifika students as Priority Learners across the school in order to raise and accelerate student achievement.
Improve culturally responsive teaching practices and whanau communication of individual needs through ongoing staff PD.
Build positive relations with the community through Local Curriculum development, specifically Maori and Pasifika communities.
Staff PD for New Zealand curriculum refresh through Te Ao Maori lens.

LSC
Continue to implement the StepsWeb online literacy programme as an intervention for identified students in Years 4 - 6.
Support teachers to ensure students are transferring skills used in StepsWeb lessons to their daily reading, writing, and spelling in the classroom.
In consultation with SENCO/DP's identify students that would benefit from developing their social skills to further support their learning and positive interactions with peers.
Lead and facilitate the use of IEPs to encourage positive home-school relationships by setting goals and achievable next steps for identified students with teachers, whanau and students.
LSC focus on school-wide Attendance Rates being above 80%. Review current school procedures and guidelines, further develop relationship with local Attendance Officers (using ASA Referrals) and identify how they can support our school to encourage consistent attendance of all students. LSC to develop positive relationship with identified whanau that may need support with student attendance.

ESOL
Continue to develop recording group learning intentions and set up modelling books for each group in 2023.
Continue to support teachers with resources that they can use with new migrant students in their classrooms. This will be an area of focus next year as we are expecting to continue to enrol new migrants.
As our numbers of ESOL-funded students grow, a teacher aide will be trained to deliver the Quick 60 Alphabet programme in the ESOL environment.
ESOL coordinator to continue to work alongside class teachers to support new students and increase teacher capability for all ESOL learners.

Other
Continue with Professional Growth Cycle to develop teacher growth and build teacher knowledge and skills that positively impacts students.
Utilise coaching skills across our staff to further strengthen our PGC and PLC structures.
Develop leadership in our Team Leaders e.g. observations, PLC's.
Embed PLC structure so teams provide quality learning experiences for targetted students which lead to improved outcomes.
Provide staff with PD to develop observation with a coaching approach knowledge which strengthens our PGC and PLC structures.
Develop a consistent language of learning and being using our Values and Capabilities

Professional Learning Communities Next Steps
Identify target groups from 2022 End of Year Analysis of Variance data.
Use 2023 beginning of year assessment to clarify identified target groups and pinpoint specific actions.
Professional Learning Communities set up for each Year level team to deeply into quality practice and next steps, using our professional Growth Cycle structure to guide improved teaching and learning.

Potential Target Groups for 2023
Year 2 Reading and Writing + Pasifika Reading, Writing, Maths
Year 3 Writing and Maths + Maori Reading, Writing, Maths + Pasifika Reading, Writing, Maths
Year 4 Writing + Pasifika Reading, Writing, Maths
Year 5 Writing + Pasifika Reading, Writing, Maths

Year 6 Writing + Maori Reading, Writing, Maths + Pasifika Reading, Maths

Botany Downs School

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Kiwi Sport 2022

Kiwisport is a Government initiative to support students' participation in organized sport.

In 2022 Botany Downs School received funding of $8157.22 the funding was spent on funding sports for all our students, primarily the employment of swimming coaches, who taught swimming across the school.

The number of students participating in organized sport is 100% of the school roll.

Vicki Parkins
Principal
Botany Downs School

Botany Downs School

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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:

Reporting on the principles of being a Good Employer	
How do you practise impartial selection of suitably qualified persons for appointment?	## Employer Responsibility Policy Botany Downs School board acts as a good employer and takes all reasonable steps to build working relationships based on trust, confidence, and good faith. 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. The board ensures strong leadership by recognising the principal as the school's educational leader, the chief executive, and an employee of the board. The board: ● appoints the principal, through the appointment committee ● appraises the principal ● works transparently and positively with the principal ● ensures delegations to the principal are robust and regularly reviewed. The board meets reporting and administrative requirements by: ● referring to the school's Equal Employment Opportunities policy in its annual report on the extent of its compliance as a good employer ● ensuring that systems are in place for keeping employee files safe and secure. Support for school employees The board: ● takes all steps, so far as is reasonably practicable, to meet its primary duty of care obligations to ensure good and safe working conditions for employees and responds to all reasonable concerns and requests made by employees ● considers staff health and wellbeing (hauora) and work-life balance, and will consider applications for flexible working arrangements

- ensures that all employees maintain proper standards of integrity and conduct, and a concern for the safety and wellbeing of students, colleagues, and public interest
- promotes high levels of staff performance through:
    - performance management and professional development (including budgeting for training and development programmes intended to enhance the abilities of individual employees)
    - acknowledgement of staff achievements
    - salary units and classroom release time.
- deals effectively and fairly with any concerns through the concerns and complaints and protected disclosure procedures.

Recruitment and appointments

The board delegates the recruitment and appointment process to the principal and senior management but may be represented in appointment committees. The board and delegate(s) endeavour to appoint appropriately trained and qualified staff to all teaching and non-teaching positions, and to find the best person for the position.

Student wellbeing and safety

The board recognises the need to ensure the safety of students and mitigates students being placed at risk by the actions of employees, through:

- proactive policies, procedures, and actions related to student wellbeing and safety
- robust recruitment (including reference checking), appointment, and induction processes, including complying with the Children's Act 2014
- annual reports from the principal on the registration, certification, attestation, and police vetting of staff, and reports on appointments and any support provided to teachers
- information, in committee, from the principal regarding concerns and complaints raised about staff, and the actions taken
- compliance with the mandatory reporting requirements to the Teaching Council under the Education and Training Act 2020 regarding staff dismissals, resignations, complaints, serious misconduct, and competence.

Appointment Procedure

Botany Downs School is an equal opportunities employer. We appoint appropriately trained and qualified staff to all teaching and non-teaching positions, and strive to find the best person for each position. We uphold our commitment to te Tiriti o Waitangi through our vision and strategic plan to reflect tikanga Māori.

Our appointment process meets the requirements of the Children's Act 2014.

The board always manages the recruitment and appointment of a principal. For other vacancies, the board delegates the recruitment and appointment process to the principal and senior management but may also be represented on the appointment committee.

We maintain transparency and fairness as important principles for any appointment, especially those involving related party transactions.

The principal and senior management	1.	Determine whether a vacancy exists, and what kind of vacancy it is, i.e., permanent or fixed-term. Fixed-term employment is only offered if it meets the criteria specified in the relevant employment agreement. 2. Prepare an application package. 3. Advertise the position. Notify the vacancy according to the terms of the relevant employment agreement, in a way that enables suitably qualified people to apply for the position.
	4.	Form an appointment committee based on agreed delegations. All appointment committee meetings are deemed to be "public excluded" meetings of a board committee in terms of the Local Government Official Information and Meetings Act.
Administration staff	5.	Receive the applications and acknowledge them with a standard letter or email. Keep them confidential and secure
Appointment committee	6.	Shortlist applicants. Use the new employee checklist to ensure all proper check are undertaken before, during, and after the interview process. If there are no suitable applicants, re-advertise the position
	7.	Conduct interviews and complete all reference and background checks. Reference checking may be carried out before interviews.

8. Make an appointment.

9. Make sure all the required documentation is completed and filed in the employee's file.

10. Notify unsuccessful interviewed candidates by email or phone. Send written notification to all candidates, and delete or destroy their documentation.

The principal assures the board that this policy is being implemented correctly, including appointment committee delegations, and referee/background checks. See Self-Review and Board Assurances.

Employment Agreements

At Botany Downs School, we ensure that all decisions concerning employment are made in accordance with the applicable employment agreement and relevant legislation.

We consider the relationship between policies, employment agreements, and legislation.

- If there is any conflict between our policies and procedures and the employment agreement, we abide by the employment agreement.
- If there is any conflict between legislation and the employment agreement, we abide by whichever provides more favourable terms for an employee.

Collective agreements

Most staff at our school are covered by a collective agreement, which sets out terms and conditions for their employment.

See the Ministry of Education Collective agreements for conditions relating to:

- principals
- teachers
- other school staff.

Individual agreements

Any employee who opts out of joining a union (or is in a role not covered by a collective agreement) signs an individual employment agreement (IEA). We use the IEA templates provided by the Ministry of Education where relevant. For most staff, the IEA provides the same terms and conditions as the relevant collective agreement.

See the Ministry of Education for more information about Individual employment agreements .

How are you recognising,
 	
   – The aims and aspirations of Maori,
   – The employment requirements of Maori, and
   – Greater involvement of Maori in the Education service?
	Removing barriers to Māori employment by providing equal education and work opportunities, removing discriminatory recruitment practices, unsafe work environments and wage disparities.
	
	Understanding and respecting te ao Māori and tikanga-based concepts will be critical for engaging with Māori and adopting culturally appropriate processes.

How have you enhanced the abilities of individual employees?	We have a Professional Learning Plan in place for each staff member.
	We work collaboratively together using Coaching to support and grow staff with their Professional Growth Cycle.
	
	### Teacher Professional Growth Cycle
	
	The professional growth cycle takes a holistic approach to performance management that looks for how the Standards for the Teaching Profession | Ngā Paerewa mō te Umanga Whakaakoranga (the standards) are reflected in everyday teaching. It is a model based on professional judgement and trust.
	
	The principal, as professional leader of the school, facilitates a common understanding of the standards, and staff at Botany Downs School engage in professional learning aligned with the standards. Our professional growth cycle reinforces professional learning and development to ensure teaching is future-focused and supports student learning.
	
	The principal is responsible for designing and implementing an annual professional growth cycle for teaching staff, which may include:
	
	   ● professional conversations
	   ● lesson observations
	   ● reflective practice
	   ● professional learning and development.
	
	Teachers have opportunities to discuss and receive feedback on their practice, and documentation may be kept of any elements related to the above.
	
	Attestation
	
	Attestation against the standards is required to support an initial application and renewal for registration of the practising certificate to the Teaching Council of New Zealand. The principal endorses the issue/renewal of a practising certificate based on the teacher's participation in the professional growth cycle.
	
	The principal also completes an annual attestation of teachers against the professional standards for salary purposes. Attestation involves comparing each teacher's performance against the relevant professional standards to confirm that they have met the standards required. The professional standards are supplied as an appendix to the employment agreement.
	
	If the principal cannot attest that a teacher has met the standards, salary progression can be deferred, and a support or competency process started or

	continued. Further information is available in the relevant employment agreement.
	Competency
	If the principal has further concerns about a teacher meeting the standards, they will discuss it with the teacher and provide support for improvement. Ongoing concerns are dealt with through the performance management processes outlined in employment agreements, and guidance from the Teaching Council.
How are you recognising the employment requirements of women?	The Equal Employment Opportunities policy ensures that all employees and applicants for employment are treated according to their skills, qualifications, abilities, and aptitudes, without bias or discrimination.
How are you recognising the employment requirements of persons with disabilities?	We meet all equal employment opportunity requirements (see above)

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy . The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
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?		