



Dominion Road
School

He Maunga Teitei

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

Ministry Number: 1261

School Address: 14 Quest Terrace
Mount Roskill, Auckland
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Principal: Lesley Mitchell

DOMINION ROAD SCHOOL

Annual Report - For the year ended 31 December 2021

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Dominion Road School

Statement of Responsibility

For the year ended 31 December 2021

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2021 fairly reflects the financial position and operations of the school.

The School's 2021 financial statements are authorised for issue by the Board.

Cyrus Ethan Facciano

Full Name of Presiding Member



Signature of Presiding Member

27 May 2022

Date:

Lesley Christine Mitchell

Full Name of Principal



Signature of Principal

27 May 2022

Date:

Dominion Road School

Members of the Board of Trustees

For the year ended 31 December 2021

Name	Position	How Position Gained	Term Expires
Cyrus Facciano	Chairperson	Re-elected May 2019	May 2022
Lesley Mitchell	Principal	Ex officio	
Andrew Butterworth	Parent Representative	Co-opted Sep 2019	Sept 2021
Selina Fihake	Parent Representative	Elected May 2019	May 2022
Steve Nowell	Parent Representative	Elected May 2019	May 2022
Lorraine Stone	Parent Representative	Elected May 2019	May 2022
Natalie Wright	Parent Representative	Elected May 2019	May 2022
Anu Pollitt	Staff Representative	Elected May 2019	May 2022

Dominion Road School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue				
Government Grants	2	3,230,106	3,406,996	3,445,738
Locally Raised Funds	3	45,253	91,339	125,991
Interest Income		4,896	3,500	6,900
International Students	4	8,139	8,000	6,557
		3,288,394	3,509,835	3,585,186
Expenses				
Locally Raised Funds	3	11,086	21,850	55,296
International Students	4	303	1,000	720
Learning Resources	5	1,876,612	1,864,844	1,781,594
Administration	6	164,201	182,930	156,261
Finance		2,840	2,848	2,985
Property	7	980,499	1,326,162	1,327,185
Depreciation	12	113,133	108,166	108,996
Loss on Disposal of Property, Plant and Equipment		683	-	713
		3,149,357	3,507,800	3,433,750
Net Surplus / (Deficit) for the year		139,037	2,035	151,436
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		139,037	2,035	151,436

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

Dominion Road School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Equity at 1 January		739,644	739,644	529,708
Total comprehensive revenue and expense for the year		139,037	2,035	151,436
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		12,887	-	58,500
Equity at 31 December		891,568	741,679	739,644
Retained Earnings		891,568	741,679	739,644
Reserves		-	-	-
Equity at 31 December		891,568	741,679	739,644

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.

Dominion Road School

Statement of Financial Position

As at 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Assets				
Cash and Cash Equivalents	8	305,078	113,032	258,037
Accounts Receivable	9	156,944	268,559	117,001
GST Receivable		-	43	19,810
Prepayments		5,736	6,843	6,843
Inventories	10	1,821	545	545
Investments	11	498,420	352,770	352,770
		967,999	741,792	755,006
Current Liabilities				
GST Payable		5,274	-	-
Accounts Payable	13	180,351	221,285	223,517
Revenue Received in Advance	14	1,179	6,037	6,037
Provision for Cyclical Maintenance	15	137,014	131,250	-
Painting Contract Liability	16	35,612	-	21,437
Finance Lease Liability	17	13,743	12,055	16,183
Funds held in Trust	18	14,494	8,133	8,133
Funds held for Capital Works Projects	19	153,034	-	75,888
		540,701	378,760	351,195
Working Capital Surplus/(Deficit)		427,298	363,032	403,811
Non-current Assets				
Property, Plant and Equipment	12	549,160	565,496	619,622
		549,160	565,496	619,622
Non-current Liabilities				
Provision for Cyclical Maintenance	15	73,664	169,050	271,975
Finance Lease Liability	17	11,226	17,799	11,814
		84,890	186,849	283,789
Net Assets		891,568	741,679	739,644
Equity		891,568	741,679	739,644

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

Dominion Road School

Statement of Cash Flows

For the year ended 31 December 2021

	Note	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash flows from Operating Activities				
Government Grants		811,947	762,333	790,933
Locally Raised Funds		10,862	(40,450)	292,284
International Students		3,617	8,000	9,044
Goods and Services Tax (net)		25,084	-	(10,767)
Payments to Employees		(396,192)	(413,623)	(346,707)
Payments to Suppliers		(314,612)	(312,408)	(239,762)
Interest Paid		(2,840)	(2,848)	(2,985)
Interest Received		4,813	3,500	7,590
Net cash from/(to) Operating Activities		142,679	4,504	499,630
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(28,930)	(36,000)	(50,529)
Purchase of Investments		(145,650)	-	(180,995)
Net cash from/(to) Investing Activities		(174,580)	(36,000)	(231,524)
Cash flows from Financing Activities				
Furniture and Equipment Grant		12,887	-	50,097
Finance Lease Payments		(17,452)	(16,183)	(20,465)
Painting contract payments		-	(21,437)	(16,163)
Funds Administered on Behalf of Third Parties		83,507	(75,888)	(120,104)
Net cash from/(to) Financing Activities		78,942	(113,508)	(106,635)
Net increase/(decrease) in cash and cash equivalents		47,041	(145,004)	161,471
Cash and cash equivalents at the beginning of the year	8	258,037	258,036	96,566
Cash and cash equivalents at the end of the year	8	305,078	113,032	258,037

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.

Dominion Road School

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2021 to 31 December 2021 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

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 12.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition**Government Grants**

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

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Finance Lease Payments

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

e) Cash and Cash Equivalents

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

f) Accounts Receivable

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

g) Inventories

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

h) Investments

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

i) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	20 years
Furniture and equipment	5-10 years
Information and communication technology	4 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

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

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

Non cash generating assets

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

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

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

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

k) Accounts Payable

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

l) Employee Entitlements*Short-term employee entitlements*

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

m) Revenue Received in Advance

Revenue received in advance relates to fees received from international students and stationery revenue 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.

n) Funds Held in Trust

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

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

o) Provision for Cyclical Maintenance

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

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

p) Financial Instruments

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

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

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

q) 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.

2. Government Grants

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Operational Grants	657,150	621,184	641,270
Teachers' Salaries Grants	1,552,551	1,538,461	1,538,461
Use of Land and Buildings Grants	863,377	1,103,971	1,103,971
Other MoE Grants	157,028	143,380	162,036
	<u>3,230,106</u>	<u>3,406,996</u>	<u>3,445,738</u>

The school has opted in to the donations scheme for this year. Total amount received was \$44,100.

3. Locally Raised Funds

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue			
Donations & Bequests	2,895	3,000	9,349
Fees for Extra Curricular Activities	2,188	8,239	16,448
Trading	32,517	40,900	54,447
Fundraising & Community Grants	7,653	39,200	45,747
	<u>45,253</u>	<u>91,339</u>	<u>125,991</u>
Expenses			
Extra Curricular Activities Costs	5,434	14,150	19,574
Trading	5,632	6,200	34,850
Fundraising and Community Grant Costs	20	1,500	872
	<u>11,086</u>	<u>21,850</u>	<u>55,296</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>34,167</u>	<u>69,489</u>	<u>70,695</u>

4. International Student Revenue and Expenses

	2021 Actual Number	2021 Budget (Unaudited) Number	2020 Actual Number
International Student Roll	1	1	1
	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue			
International Student Fees	8,139	8,000	6,557
Expenses			
Other Expenses	303	1,000	720
	<u>303</u>	<u>1,000</u>	<u>720</u>
<i>Surplus/ (Deficit) for the year International Students</i>	<u>7,836</u>	<u>7,000</u>	<u>5,837</u>

5. Learning Resources

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Curricular	15,946	26,929	10,995
Equipment Repairs	757	663	221
Information and Communication Technology	22,638	25,861	23,401
Library Resources	1,489	2,000	2,088
Employee Benefits - Salaries	1,819,425	1,781,891	1,736,066
Staff Development	16,357	27,500	8,823
	<u>1,876,612</u>	<u>1,864,844</u>	<u>1,781,594</u>

6. Administration

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Audit Fee	7,480	6,488	6,330
Board Fees	3,705	4,280	3,360
Board Expenses	6,905	8,100	4,987
Communication	4,325	3,700	4,009
Consumables	10,813	10,715	9,230
Other	9,949	11,960	9,313
Employee Benefits - Salaries	105,759	121,389	103,228
Insurance	4,848	5,611	5,254
Service Providers, Contractors and Consultancy	10,417	10,687	10,550
	<u>164,201</u>	<u>182,930</u>	<u>156,261</u>

7. Property

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Caretaking and Cleaning Consumables	14,817	17,750	18,627
Consultancy and Contract Services	38,426	40,000	38,492
Cyclical Maintenance Provision	(47,122)	28,325	23,042
Grounds	7,407	10,800	5,327
Heat, Light and Water	30,751	38,200	36,965
Rates	404	270	115
Repairs and Maintenance	15,067	33,042	45,112
Use of Land and Buildings	863,377	1,103,971	1,103,971
Security	8,913	5,000	9,023
Employee Benefits - Salaries	48,459	48,804	46,511
	<u>980,499</u>	<u>1,326,162</u>	<u>1,327,185</u>

In 2021, the Ministry of Education revised the notional rent rate from 8% to 5% to align it with the Government Capital Charge rate. This is considered to be a reasonable proxy for the market rental yield on the value of land and buildings used by schools. Accordingly in 2021, the use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

8. Cash and Cash Equivalents

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Bank Accounts	305,078	113,032	258,037
Cash and cash equivalents for Statement of Cash Flows	<u>305,078</u>	<u>113,032</u>	<u>258,037</u>

Of the \$305,078 Cash and Cash Equivalents, \$153,034 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2022 on Crown owned school buildings under the School's Five Year Property Plan. (2021 \$250,275)

9. Accounts Receivable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Receivables	34,055	151,558	-
Interest Receivable	1,299	1,216	1,216
Teacher Salaries Grant Receivable	121,590	115,785	115,785
	<u>156,944</u>	<u>268,559</u>	<u>117,001</u>
Receivables from Exchange Transactions	35,354	152,774	1,216
Receivables from Non-Exchange Transactions	121,590	115,785	115,785
	<u>156,944</u>	<u>268,559</u>	<u>117,001</u>

10. Inventories

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Stationery	121	-	-
School Uniforms	1,700	545	545
	<u>1,821</u>	<u>545</u>	<u>545</u>

11. Investments

The School's investment activities are classified as follows:

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Asset Short-term Bank Deposits	498,420	352,770	352,770
Total Investments	<u>498,420</u>	<u>352,770</u>	<u>352,770</u>

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2021	\$	\$	\$	\$	\$	\$
Building Improvements	374,520				(44,441)	330,079
Furniture and Equipment	125,202	12,644			(22,695)	115,151
ICT	79,987	14,019	(545)		(23,712)	69,749
Leased Assets	28,330	15,954			(20,762)	23,522
Library Resources	11,583	737	(138)		(1,523)	10,659
Balance at 31 December 2021	619,622	43,354	(683)	-	(113,133)	549,160

The following note can be used for each class of asset that are held under a finance lease:

The net carrying value of equipment held under a finance lease is \$23,522 (2020: \$28,330)

	2021 Cost or Valuation	2021 Accumulated Depreciation	2021 Net Book Value	2020 Cost or Valuation	2020 Accumulated Depreciation	2020 Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	807,244	(477,165)	330,079	807,244	(432,724)	374,520
Furniture and Equipment	405,858	(290,707)	115,151	393,214	(268,012)	125,202
ICT	239,877	(170,128)	69,749	228,072	(148,085)	79,987
Leased Assets	68,864	(45,342)	23,522	54,440	(26,110)	28,330
Library Resources	42,893	(32,234)	10,659	42,665	(31,082)	11,583
Balance at 31 December	1,564,736	(1,015,576)	549,160	1,525,635	(906,013)	619,622

13. Accounts Payable

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Creditors	8,525	81,314	81,315
Accruals	7,480	6,330	6,330
Banking Staffing Overuse	5,449	-	2,231
Employee Entitlements - Salaries	144,810	115,785	115,785
Employee Entitlements - Leave Accrual	14,087	17,856	17,856
	180,351	221,285	223,517
Payables for Exchange Transactions	180,351	221,285	223,517
	180,351	221,285	223,517

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
International Student Fees in Advance	-	4,522	4,522
Other revenue in Advance	1,179	1,515	1,515
	<u>1,179</u>	<u>6,037</u>	<u>6,037</u>

15. Provision for Cyclical Maintenance

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Provision at the Start of the Year	271,975	271,975	248,933
Increase/ (decrease) to the Provision During the Year	(47,122)	28,325	23,042
Use of the Provision During the Year	(14,175)	-	-
Provision at the End of the Year	<u>210,678</u>	<u>300,300</u>	<u>271,975</u>
Cyclical Maintenance - Current	137,014	131,250	-
Cyclical Maintenance - Term	73,664	169,050	271,975
	<u>210,678</u>	<u>300,300</u>	<u>271,975</u>

16. Painting Contract Liability

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Due within one year	35,612	-	21,437
	<u>35,612</u>	<u>-</u>	<u>21,437</u>

In 2014 the Board signed an agreement with Programmed Maintenance Services Ltd (the contractor) for an agreed programme of work covering an eight year period. The programme provides for an interior and exterior repaint of the Ministry owned buildings in 2015, with regular maintenance in subsequent years. The agreement ceased at the end of 2021 and the outstanding Liability of \$35,612 is the last payment due which remained unpaid as at the end of the year. The Board has not renewed this contract.

17. Finance Lease Liability

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

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
No Later than One Year	15,506	11,317	20,137
Later than One Year and no Later than Five Years	12,159	3,129	13,097
Later than Five Years			
Future Finance Charges	(2,696)	(2,631)	(2,606)
	<u>24,969</u>	<u>11,815</u>	<u>30,628</u>
Represented by			
Finance lease liability - Current	13,743	9,437	18,063
Finance lease liability - Term	11,226	2,378	12,565
	<u>24,969</u>	<u>11,815</u>	<u>30,628</u>

18. Funds held in Trust

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	14,494	8,133	8,133
	<u>14,494</u>	<u>8,133</u>	<u>8,133</u>

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

19. 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.

	2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
ILE & Toilet Upgrade Rms 16-19/Toilet Upgrade Rms 11 & 12 (Motunui)		(91,947)	159,405	(50,989)	-	16,469
Flooring Upgrade Rms 7-10		27,592	972	(28,564)	-	-
SIP Funding - Senior Playground		1,340		(1,340)	-	-
SIP Funding - Asphalt		138,903		(2,338)	-	136,565
Totals		<u>75,888</u>	<u>160,377</u>	<u>(83,231)</u>	<u>-</u>	<u>153,034</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	153,034
Funds Due from the Ministry of Education	-
	<u>153,034</u>

	2020	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
ILE & Toilet Upgrade Rms 16-19/Toilet Upgrade Rms 11 & 12		33,102	220,000	(356,911)	11,862	(91,947)
Flooring Upgrade Rms 7-10			30,474	(2,882)	-	27,592
SIP Funding - Senior Playground			68,191	(66,851)	-	1,340
SIP Funding - Asphalt			145,487	(6,584)	-	138,903
Drainage Upgrade		(380)	33,345	(32,965)	-	-
Roof Replacement Rm 7 & Hall		(150)	23,850	(23,700)	-	-
Toilet Upgrade Rms 7-10		11,862			(11,862)	-
Totals		<u>44,434</u>	<u>521,347</u>	<u>(489,893)</u>	<u>-</u>	<u>75,888</u>

20. 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.

21. Remuneration

Key management personnel compensation

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

	2021 Actual \$	2020 Actual \$
<i>Board Members</i>		
Remuneration	3,705	3,360
<i>Leadership Team</i>		
Remuneration	330,358	331,562
Full-time equivalent members	3	3
Total key management personnel remuneration	334,063	334,922

There are six members of the Board excluding the Principal. The Board had held eight full meetings of the Board in the year. The Board also has one Finance and one Property member who meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters but in particular issues relating to COVID. Examples of issues discussed were Health & Safety, alert levels and the overall impact on the school and staffing, employment matters in relation to mandates and community COVID cases. COVID therefore constituted the bulk of the school's adhoc meetings in 2021.

Principal 1

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

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140-150	130-140
Benefits and Other Emoluments	0-5	0-5
Termination Benefits	-	-

Other Employees

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

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

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

22. Compensation and Other Benefits Upon Leaving

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

	2021 Actual	2020 Actual
Total	\$0	\$0
Number of People	0	0

23. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2021 (Contingent liabilities and assets at 31 December 2020: nil).

Holidays Act Compliance – schools payroll

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

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

To the extent that any obligation cannot reasonably be quantified at 31 December 2021, a contingent liability for the school may exist.

24. Commitments

(a) Capital Commitments

As at 31 December 2021 the Board has entered into contract agreements for capital works as follows:

(a) Contract for ILE & Toilet Upgrade Rms 16-19 to be completed in 2022 which will be funded by the Ministry of Education. \$412,507 has been received of which \$407,900 has been spent on the project to date; and

(b) Contract for SIP Project - Asphalt to be completed in 2022, which will be fully funded by the Ministry of Education. \$145,487 has been received of which \$8,922 has been spent on the project to date; and

(c) The school has entered into a painting contract to the value of \$138,642 with the work to be completed in the summer 2021/22 holidays. The project is fully funded by the school.

(Capital commitments at 31 December 2020: \$75,888)

25. Financial Instruments

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

Financial assets measured at amortised cost

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash and Cash Equivalents	305,078	113,032	258,037
Receivables	156,944	268,559	117,001
Investments - Term Deposits	498,420	352,770	352,770
Total Financial assets measured at amortised cost	<u>960,442</u>	<u>734,361</u>	<u>727,808</u>

Financial liabilities measured at amortised cost

Payables	180,351	221,285	223,517
Finance Leases	24,969	29,854	27,997
Painting Contract Liability	35,612	-	21,437
Total Financial Liabilities Measured at Amortised Cost	<u>240,932</u>	<u>251,139</u>	<u>272,951</u>

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Independent Auditor's Report

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

The Auditor-General is the auditor of Dominion Road School (the School). The Auditor-General has appointed me, Colin Henderson, 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 5 to 21, that comprise the statement of financial position as at 31 December 2021, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2021; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 30 May 2022. This is the date at which our opinion is expressed.

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

Basis of opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

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

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

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

Independence

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

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

A handwritten signature in blue ink that reads 'Colin Henderson'.

Colin Henderson
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand

Analysis of Variance Reporting

Dominion Road School 2021



School Name:	Dominion Road school	School Number:	1261
Strategic Aim:	Our students will have ownership over their learning		
Annual Aim:	<ol style="list-style-type: none"> 1. Increase teachers use of explicitly sharing a learner's next steps at all age levels, starting with writing then reading (using the writing progressions to support student awareness of next steps) 2. Incorporate more student voice and choice into teaching and learning programmes incl. school events & PE as a means of data gathering 3. Review maths assessment tools and assessment practices used for Mathematics understanding 4. Review processes for sharing student learning and progress with whānau 5. Provide professional development through Kāhui Ako in the use of Assessment for Learning strategies & incorporate strategies in the classroom 6. Continue to use the writing rubric with students to develop their expertise in articulating what they are learning & their next steps 		
Target:	<p>Students able to speak about their next steps using writing success criteria</p> <p>Student leadership driving events</p> <p>Professional development delivered on Assessment for Learning - baseline data gathered for teacher perceptions on their use of 'Absolums' Capability Matrix and student perceptions</p> <p>Assessment tasks designed to match revised maths plan</p> <p>Internal review of Talanoa and Learner Led Conferences</p>		
Baseline Data:	<p>Limited use of formative assessment to make assessment decisions vs summative assessment</p> <p>Baseline data - students - what is being taught and next steps</p> <p>Baseline data - teachers - use of AFL strategies</p> <p>Attendance at previous LLC and Talanoa whānau sessions</p>		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Worked to increase teachers use of explicitly sharing a learner's next steps at all age levels, starting with writing then reading (using the writing progressions to support student awareness of next steps)</p>	<p>Next steps are being used by teachers with students either using the writing pencils or the rubric but not yet as a self assessment tool</p> <p>Anecdotally teachers from Yr 3 and up noticed that children were starting to talk more confidently about their progress and next steps in writing to parents at mid year Learner Led Conferences</p> <p>Reading did not get underway for the whole school, due to a disruptive covid year</p>	<p>Covid lockdowns hit us three times in 2021 in Auckland and then from August until December we did not have all of our children returning to school.</p>	<p>Introduce the Learning Progression Framework in 2022 to show teachers the link between the rubric and the progressions</p> <p>Use exemplars from the framework to check that we have a shared understanding of what quality writing looks like at all levels of the curriculum</p> <p>Gather student voice about feedback and how it works for them</p> <p>Start work on the reading progressions</p>
<p>Started to incorporate more student voice and choice into teaching and learning programmes incl. school events & PE as a means of data gathering</p>	<p>Curiosity projects happened across the school for a short period before covid lockdown hit us</p> <p>Students took on ownership of Samoan language week with new ideas to contribute including the introduction of cultural games</p> <p>Inquiry topics were starting to become student led</p> <p>Student voice was gathered on Maths, Assessment for learning, Covid lockdown & remote learning</p>	<p>We only managed to celebrate one language week and have one round of curiosity projects due to the August lockdown & no end of year events</p>	<p>Use student feedback from the lockdown to refine and improve remote teaching and learning in 2022</p> <p>Continue to fully embed student directed inquiry in the school using our local curriculum as a driver</p> <p>NE classes to incorporate a play based learning environment in 2022</p>
<p>Began the review of maths assessment tools and assessment practices used for Mathematics understanding</p>	<p>Due to the school taking part in DMIC PD our use of new assessment tools changed very quickly but we could not assess all of the strands that we intended to cover due to not being at school for a fair proportion of the year</p> <p>We started to move away from use of Gloss and were only using Jam for first year of school but some external agencies are still requiring these assessments as evidence for requiring support eg: ICS</p>	<p>The use of DMIC tasks are allowing us to get a better idea of student conceptual understanding of problems</p>	<p>We will use PAT testing next year as a standardised measure to see how our Yr 3-6 students are progressing against curriculum levels with base line data used formatively for teaching purposes and end of year as summative</p> <p>We will be starting to be able to compare some strand data from one year to the next eg: statistics as we move through the cycle</p>
<p>Started to review processes for sharing student learning and progress with whānau</p>	<p>Moving the Talanoa meetings to the first week of school helped families and teachers have a more settled start and the chance to meet one another. This was extremely helpful</p>	<p>Before school begins is a great way to begin the parent/teacher partnership especially for new families to our school</p>	<p>Continue to hold Talanoa meetings at the start of the school year</p> <p>For 2022 ask more discussion around</p>

	<p>with the first covid lockdown very soon after. It meant that we had most families ready to go with Seesaw and knowing what to do with learning from home</p> <p>Mid year - student ability to confidently share their learning is still variable. Not getting the attendance that we would like to have at mid year sessions</p> <p>No bells helped to ensure the sessions were not a rushed experience</p> <p>Learning from home for most of Term 3 and 4 enabled families to have more insight into their children's ability to engage with the learning being provided although some students were not so transparent about what they were supposed to be doing</p>	<p>Timing of the Learner Led Conferences - a lot of sickness at the end of term</p> <p>Older students were becoming more confident to share their learning.</p> <p>Parents thinking their children were attending workshops but they actually weren't</p> <p>Limited access to devices prevented full engagement from some students</p>	<p>accessibility to learning at home to get a better gauge on any difficulties</p>
Some work was started on professional development through Kāhui Ako in the use of Assessment for Learning strategies & incorporate strategies in the classroom	Our ASL led some professional development for teachers starting with baseline data on confidence in using the different aspects of AfL. Teachers and student voice was collected for the Kāhui Ako but further work on this this got curtailed due to inability to run teacher only days and staff meetings	PD cancelled due to Covid - no time	<p>A.P will be doing intensive PD in AfL in 2022 to lead the staff</p> <p>Work with WSL to continue to develop staff capability in using AfL strategies especially around self and peer assessment</p> <p>Explore what can be done at COL level</p>
Continued to use the writing rubric with students to develop their expertise in articulating what they are learning & their next steps	<p>Many students were able to share their writing learning steps with their whānau at Learner led conferences</p> <p>Unable to do more than one writing moderation due to Covid</p>		<p>Use the learning progression frameworks for moderation purposes</p> <p>Look at the impact of oral language on writing</p>
Planning for next year: <ul style="list-style-type: none"> • Use PAT testing in Maths as both a formative and summative assessment to analyse gaps and trends • Continue to develop a hybrid model of curriculum delivery due to covid still being very present in our society • Deliver PD for staff on learning progressions framework to further embed curriculum knowledge in the 3 core curriculum areas • Continue work on Assessment for Learning strategies to empower students to articulate their next learning steps & keep building learner agency 			

Strategic Aim: 2	Our curriculum will be responsive to the needs of our learners
Annual Aim:	<ol style="list-style-type: none"> 1. Complete local curriculum draft & share with community 2. Work with Sport Auckland & Healthy Active Learning Initiative to develop teacher capability in Health & PE 3. Provide professional development for staff in the revised Ka Hikitia, Tapasā and Action Plan for Pacific Education 4. Participate in school wide MOE funded Maths PD (DMIC) and apply to teaching practice 5. Unpack NZ Curriculum levels in Maths, PE and Reading 6. Review junior reading programmes 7. Deepen teacher understanding of collaborative inquiry and set inquiries of this nature for the year 8. Develop systems & processes for all personnel to work together to plan goals and next steps for IEP students 9. Strengthen opportunities to learn from parents/ whānau as equal partners to effectively support their child's learning
Target:	<p>Local curriculum completed</p> <p>Cohesive, school wide approach to PE & Health with an overview completed for the school</p> <p>Achieve first year of DMIC Professional development with authentic assessment tasks and mixed ability grouping being used</p>
Baseline Data:	<p>No local curriculum</p> <p>Fitness & PE variable across the school</p> <p>Collaborative inquiries happening in teams but not across teams</p> <p>Not all teachers are confident about curriculum levels above and below the curriculum level they are teaching</p>

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
Complete local curriculum in draft and share with the community	This has almost been finished but we did not get the opportunity to consult fully with the community on the draft document	Covid lockdown from August put a stop to our fono and wider community consultation	Review where we are at and seek feedback in 2022
Used the expertise of Sport Auckland to develop teacher capability in teaching & use of reflection in Health & PE as part of the HPE project	<p>We had several opportunities to meet with the Sport Auckland team and implement goals that had been set eg: introduction of cultural games, team meetings on the Health Curriculum, some teams completing fitness planning</p> <p>We did not get to utilise the Tū manawa funding that we had received for Loose parts play</p>	<p>Covid lockdown prevented a few of the goals from being completed</p> <p>Lockdown prevented outside providers from coming in</p>	Review meeting with the HPE team at the start of 2022 to review goals and modify or set new goals for 2022. Priority remains to incorporate more cultural games into school, finish Ki o Rahi sessions in school and look at development of a free play policy with loose parts play as part of this.
Unable to provide professional development for staff in the revised Ka Hikitia, Tapasā and Action Plan for Pacific Education	Te Tiriti o Waitangi workshop held for board and staff	Covid disruptions prevented the majority of PD under this goal	Reschedule Tapasā and Action Plan for Pacific Education work for 2022

	<p>All teachers and some support staff have created their own pepeha</p> <p>All staff have identified personal goals in te reo</p> <p>Board has achieved the majority of their Hautū goals for 2021</p> <p>Action Plan for Pacific Education goals from 2021 fono were not able to be progressed at this year's fono</p>	<p>Fono scheduled for Term 3 but unable to be held due to lockdown</p>	<p>Principal has been accepted onto Tautai o le moana - leadership PD in a pacific space and will conduct an inquiry through this lens</p> <p>Hautū goals have been achieved and board will seek to encourage better cultural representation on the new board later in 2022</p>
School wide MOE funded Maths PD (DMIC) and application to teaching practice was held	<p>Several teacher only days were held and regular observations took place with DMIC facilitators</p> <p>Not all strands that we hoped to cover in Maths were covered</p>	Covid Disruptions	Moving into 2nd year of DMIC PD in 2022 with continued PD and observations
Started to unpack NZ Curriculum levels in Maths & PE but not Reading Unable to review junior reading programmes	<p>Junior reading programme review was started but was not completed due to covid</p> <p>As each Maths strand was covered the curriculum level objectives were unpacked</p> <p>PE & Health Curriculum was looked at for each curriculum level and gaps identified by teachers, including plenary sessions</p>	<p>Covid disruptions meant review of reading could not be completed but significant set backs in children's literacy in the junior school due to 2 years of covid disruption prompted us to apply for Better start Literacy PD for our Year 1 team in 2022</p>	<p>BSLA (Better Start Literacy Approach) PD to commence in 2022 for 4 junior teachers</p> <p>Final year of Healthy Active learning initiative means we have a bit more time to further unpack HPE curriculum</p> <p>PD will be held with the LPF next year for all teachers</p>
Started to embed teacher understanding of collaborative inquiry and set inquiries of this nature for the year	<p>Collaborative Inquiry groups started and for the first time this was across the school - led by our Across School leader. We had gained some momentum with this but only got to the end of term 2 due to no more onsite opportunities to collaborate together from August</p>	<p>Covid disruption meant inquiries could not continue to go ahead due to no students and no onsite meetings under Alert Level 3</p>	Start again in 2022
Started to implement systems & processes for all personnel involved in a child's education to work together to plan goals and next steps for students with IEPs	<p>Some staff went to specialised PD for Autism, ESOL, PMP and language development</p> <p>IEPs included all relevant personnel where appropriate</p> <p>Middle school team took part in the Te Kakano RTLb project to improve phonological and phonemic knowledge</p>	<p>SENCO was absent from school for all of term 2 and then Covid disruptions hit in term 3</p>	Continue to ensure all people involved with the child are collaborating together to ensure the best outcomes for the child
Began to strengthen opportunities to learn from parents and whānau as equal partners to effectively support their child's	<p>As above - IEP meetings were held during school time where possible to have all parties available ie: support staff</p>		Continue to do this in 2022

learning	Talanoa meetings and mid year Learner Led Conferences were able to go ahead		
Planning for next year:			
<ul style="list-style-type: none"> Continue to unpack the curriculum levels using the Learning Progression Framework Implement the DRS Local Curriculum using a school wide inquiry framework Look at how differentiated learning can be utilised during online/remote learning should this have to occur again in 2022 			
Strategic Aim: 3	Our school community will be inclusive, welcoming & environmentally sustainable		
Annual Aim	<ol style="list-style-type: none"> Incorporate mindfulness teaching into teaching and learning programmes (Pause, Breathe, Smile) Participate in Sport Auckland's <i>Healthy Active Learning</i> Pilot programme to prioritise PE and hauora in the school Create a physical school environment that reflects our cultural rich and diverse community Teach Kia Kaha (anti bullying programme) and explicitly teach expected behaviours required for positive social relationships throughout the year Introduce new house points system and ways of using student leadership to enhance the school values and a positive, inclusive school culture Strengthen staff confidence and expertise in inclusive practice for students with additional learning needs. Introduce Te whare tapa whā as a holistic model for health and wellbeing Complete School Vision Map for sustainability 		
Target:	<p>More cultural games being taught</p> <p>Use of Pause, Breathe, Smile and Te Whare Tapa Whā to support wellbeing</p> <p>Vision map completed</p> <p>Learners able to see themselves and their cultures in the school environment</p>		
Baseline data	<p>No cultural games</p> <p>House points system was inconsistent and not really being used</p> <p>Mindfulness was only being taught by a few teachers, not all</p>		
Actions	Outcomes	Reasons for the variance	Evaluation
<i>What did we do?</i>	<i>What happened?</i>	<i>Why did it happen?</i>	<i>Where to next?</i>
Incorporate mindfulness teaching into teaching and learning programmes (Pause, Breathe, Smile)	PD happened for all teachers at the beginning of 2022 and teachers started to incorporate into their daily teaching programmes	Expectation that it was being taught and it was checked in planning	Ensure it is sustained in 2022 Any new staff - seek out PD for them
Participate in Sport Auckland's <i>Healthy Active Learning</i> Pilot programme to prioritise PE and hauora in the school	Some initiatives got off the ground - team fitness rotations, cultural games starting to be introduced, free play explored, second tier of students starting to be catered for	Covid disruption meant we could only introduce two cultural games in our language weeks	Continue to introduce cultural games into the language weeks Identify areas for health and wellbeing priorities in 2022
Create a physical school environment that reflects our cultural rich and diverse community	<p>Tile project was completed</p> <p>Corridor Gallery of events was visible and enjoyed by all</p>	Covid disruption meant other school projects could not go ahead as they required people on site to do so	Keep as a priority for 2022

Teach Kia Kaha (anti bullying programme) and explicitly teach expected behaviours required for positive social relationships throughout the year	Taught in first term but teachers reported they did not have enough time to teach it properly and do it justice	Overcrowded curriculum interfering with deep teaching and learning Children and families still using the word 'bullying' freely without unpacking it	Continue to educate on bullying with students and families
Introduce new house points system and ways of using student leadership to enhance the school values and a positive, inclusive school culture	House points system was introduced and token chutes set up in the office area Explicit values lessons taught and RAP awards used to acknowledge desired behaviours House days/Events were cancelled	Covid disruptions both at the beginning of the year in Auckland and then in term 3 & 4 meant we could not do all that we wanted to in this area	Relaunch in 2022
Started to strengthen staff confidence and expertise in inclusive practice for students with additional learning needs.	See goal for understanding different needs, still some work to go here to get a consistent approach	SENCO out of action for Term 2 then covid disruptions in T3 & 4	
Introduced Te whare tapa whā as a holistic model for health and wellbeing	Introduced as part of Pause, Breathe, Smile. Senior students particularly liked using this model to discuss the four dimensions of wellbeing		Continue with this in 2022 and further embed as part of wellbeing for both students and staff. Look at how we include as part of our Graduate Profile
Completed School Vision Map for sustainability	Most voices were eventually gathered and vision map is now on display	Not all aspects of completing the map could be done due to the second half of the year not being available to us	Sustainability focus in 2022 incorporating ideas from the vision map
Planning for next year:			
<ul style="list-style-type: none"> School wide sustainability focus through the local curriculum to embed inquiry cycle HPE action plan completed with Healthy Learning Initiative - cultural games, play policy, loose parts play etc Reignite house events using tuakana teina model. Reignite points system and RAP awards in line with PB4L 			



Dominion Road School

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1 February 2022

Dominion Road School belongs to the Mt Roskill Cluster of schools. This cluster works with Sport Auckland to provide a range of sporting activities for our students throughout the year.

In 2021 Dominion Road School received total Kiwisport funding of \$4,294.64.

The money received from the Kiwisport Government funded initiative was used to support students' participation in organised sport and contributed towards the cost of a Community Sport Coordinator for the Roskill cluster.

Yours sincerely

Lesley Mitchell
Principal
Dominion Road School