

WEST END TE KURA O MORERE

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

Ministry Number:	2265
Principal:	Michael Clarke
School Address:	Bonithon Avenue, New Plymouth
School Postal Address:	Bonithon Avenue, Moturoa, New Plymouth, 4310
School Phone:	06 758 9331
School Email:	office@westendnp.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expires/ Expired
Boyd Benton	Chairperson	Elected	Jun 2022
Mike Clarke	Principal	ex Officio	
Dianne Roberts	Parent Rep	Elected	Jun 2022
Mark Dickie	Parent Rep	Elected	Jun 2022
Chris Pye	Parent Rep	Elected	Jun 2022
Hilary Takarangi	Parent Rep	Elected	Jun 2022
Michael Ellem	Parent Rep	Elected	Jun 2022
Patuwahine Maxwell	Parent Rep	Elected	Feb 2020
Peter Horne	Staff Rep	Elected	Jun 2022

Accountant / Service Provider: Education Services Ltd



WEST END TE KURA O MORERE

Annual Report - For the year ended 31 December 2020

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West End Te Kura o Morere

Statement of Responsibility

For the year ended 31 December 2020

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

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

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

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

Boyd Trevor Benton

Full Name of Board Chairperson



Signature of Board Chairperson

26/05/21

Date:

Michael Ross Clarke

Full Name of Principal



Signature of Principal

26/05/21

Date:

West End Te Kura o Morere Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue				
Government Grants	2	2,625,020	2,400,100	2,533,661
Locally Raised Funds	3	54,655	40,000	144,488
Interest income		5,479	9,250	8,634
Gain on Sale of Property, Plant and Equipment		807	-	424
		<hr/>	<hr/>	<hr/>
		2,685,961	2,449,350	2,687,207
Expenses				
Locally Raised Funds	3	14,535	3,500	61,616
Learning Resources	4	1,943,954	1,753,676	1,913,095
Administration	5	172,948	184,161	164,659
Finance		1,643	1,744	2,003
Property	6	426,928	440,777	414,879
Depreciation	7	74,836	69,950	76,153
Loss on Disposal of Property, Plant and Equipment		-	-	153
		<hr/>	<hr/>	<hr/>
		2,634,844	2,453,808	2,632,558
Net Surplus / (Deficit) for the year		51,117	(4,458)	54,649
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
		51,117	(4,458)	54,649

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

West End Te Kura o Morere
Statement of Changes in Net Assets/Equity

For the year ended 31 December 2020

	Notes	Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
Balance at 1 January		539,292	472,889	484,643
Total comprehensive revenue and expense for the year		51,117	(4,458)	54,649
Capital Contributions from the Ministry of Education				
Equity at 31 December	23	590,409	468,431	539,292
Retained Earnings		590,409	468,431	539,292
Equity at 31 December		590,409	468,431	539,292

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.

West End Te Kura o Morere Statement of Financial Position

As at 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	336,563	86,496	348,455
Accounts Receivable	9	142,574	147,839	130,043
GST Receivable		15,379	8,404	-
Prepayments		7,507	7,513	7,967
Inventories	10	1,126	1,877	1,353
Investments	11	185,000	185,000	185,000
Funds owed for Capital Works Projects	17	20,137	-	-
		<u>708,286</u>	<u>437,129</u>	<u>672,818</u>
Current Liabilities				
GST Payable		-	-	2,490
Accounts Payable	13	171,092	161,878	151,497
Revenue Received in Advance	14	39	3,936	39
Provision for Cyclical Maintenance	15	163,311	47,200	162,177
Finance Lease Liability - Current Portion	16	9,403	10,500	9,735
Funds held for Capital Works Projects	17	-	-	51,050
		<u>343,845</u>	<u>223,514</u>	<u>376,988</u>
Working Capital Surplus/(Deficit)		364,441	213,615	295,830
Non-current Assets				
Property, Plant and Equipment	12	280,059	266,160	293,538
		<u>280,059</u>	<u>266,160</u>	<u>293,538</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	47,200	-	43,268
Finance Lease Liability	16	6,891	11,344	6,808
		<u>54,091</u>	<u>11,344</u>	<u>50,076</u>
Net Assets		<u><u>590,409</u></u>	<u><u>468,431</u></u>	<u><u>539,292</u></u>
Equity		<u><u>590,409</u></u>	<u><u>468,431</u></u>	<u><u>539,292</u></u>

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

West End Te Kura o Morere
Statement of Cash Flows
For the year ended 31 December 2020

		2020	2020	2019
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		672,630	554,893	561,458
Locally Raised Funds		54,584	40,000	140,316
Goods and Services Tax (net)		(17,869)	-	10,894
Payments to Employees		(383,155)	(284,500)	(317,899)
Payments to Suppliers		(220,430)	(416,029)	(253,460)
Interest Paid		(1,643)	(1,744)	(2,003)
Interest Received		6,617	9,250	8,987
Net cash from/(to) Operating Activities		110,734	(98,130)	148,293
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		807	-	43
Purchase of Property Plant & Equipment (and Intangibles)		(45,300)	(45,200)	(75,344)
Net cash from/(to) Investing Activities		(44,493)	(45,200)	(75,301)
Cash flows from Financing Activities				
Finance Lease Payments		(6,946)	(11,652)	(6,735)
Funds Held for Capital Works Projects		(71,187)	-	40,720
Net cash from/(to) Financing Activities		(78,133)	(11,652)	33,985
Net increase/(decrease) in cash and cash equivalents		(11,892)	(154,982)	106,977
Cash and cash equivalents at the beginning of the year	8	348,455	241,478	241,478
Cash and cash equivalents at the end of the year	8	336,563	86,496	348,455

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.

West End Te Kura o Morere

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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



Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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

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



Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

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

i) Inventories

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



j) Investments

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

k) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Buildings	40 years
Building Improvements	20 years
Furniture and Equipment	5-10 years
Information and Communication	5 years
Library Resources	8 years
Leased assets held under a Finance Lease	Term of Lease



I) Intangible Assets

Software costs

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance or licensing of software are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software licences with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. Its fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

m) 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.

n) 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.

o) Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay.

These include salaries and wages accrued up to balance date, and also annual leave earned, by non teaching staff, to but not yet taken at balance date.

Long-term employee entitlements

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

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

p) Revenue Received in Advance

Revenue received in advance relates to fees received from 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.

q) 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.

r) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of the School's control. These amounts 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.

s) Provision for Cyclical Maintenance

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

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

t) 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.



u) 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.

Borrowings include but are not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

v) 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.

w) Budget Figures

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

x) Services received in-kind

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



2. Government Grants

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	579,977	539,070	488,575
Teachers' Salaries Grants	1,616,660	1,523,526	1,649,635
Use of Land and Buildings Grants	333,327	321,681	326,844
Resource Teachers Learning and Behaviour Grants	3,297	-	1,233
Other MoE Grants	91,759	15,823	67,374
	<u>2,625,020</u>	<u>2,400,100</u>	<u>2,533,661</u>

The school has opted in to the donations scheme for this year. Total amount received was \$53,700.

Other MOE Grants total includes additional COVID-19 funding totalling \$8,226 for the year ended 31 December 2020.

3. Locally Raised Funds

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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations	7,948	19,000	21,887
Bequests & Grants	25,880	19,000	56,400
Activities	16,529	1,000	48,034
Trading	1,055	1,000	939
Fundraising	3,243	-	17,228
	<u>54,655</u>	<u>40,000</u>	<u>144,488</u>
Expenses			
Activities	10,691	2,500	52,116
Trading	1,157	1,000	2,080
Fundraising (Costs of Raising Funds)	2,687	-	7,420
	<u>14,535</u>	<u>3,500</u>	<u>61,616</u>
<i>Surplus for the year Locally raised funds</i>	<u>40,120</u>	<u>36,500</u>	<u>82,872</u>

4. Learning Resources

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	43,087	34,650	34,779
Library Resources	1,646	2,500	1,642
Employee Benefits - Salaries	1,895,882	1,706,526	1,866,187
Staff Development	3,339	10,000	10,487
	<u>1,943,954</u>	<u>1,753,676</u>	<u>1,913,095</u>

5. Administration

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Audit Fee	4,721	4,721	4,315
Board of Trustees Fees	3,820	5,000	3,665
Board of Trustees Expenses	664	700	2,329
Communication	4,092	5,350	3,942
Consumables	13,037	15,700	13,562
Other	23,509	25,630	20,027
Employee Benefits - Salaries	102,445	101,500	97,333
Insurance	8,305	8,400	8,086
Service Providers, Contractors and Consultancy	12,355	17,160	11,400
	<u>172,948</u>	<u>184,161</u>	<u>164,659</u>

6. Property

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	44,053	43,680	38,592
Cyclical Maintenance Expense	5,066	20,016	5,277
Grounds	11,463	10,500	5,709
Heat, Light and Water	18,854	16,800	18,060
Rates	3,757	3,600	3,757
Repairs and Maintenance	9,836	23,500	15,793
Use of Land and Buildings	333,327	321,681	326,844
Security	572	1,000	847
	<u>426,928</u>	<u>440,777</u>	<u>414,879</u>

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

7. Depreciation

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Buildings	2,838	2,607	2,838
Building Improvements	5,128	6,020	6,554
Furniture and Equipment	26,325	20,105	21,887
Information and Communication Technology	26,822	27,356	29,782
Leased Assets	10,411	10,449	11,376
Library Resources	3,312	3,413	3,716
	<u>74,836</u>	<u>69,950</u>	<u>76,153</u>

8. Cash and Cash Equivalents

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Current Account	179,885	-	196,082
Bank Call Account	96,678	26,496	92,373
Short-term Bank Deposits	60,000	60,000	60,000
Cash and cash equivalents for Statement of Cash Flows	<u>336,563</u>	<u>86,496</u>	<u>348,455</u>

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

Of the \$336,563 Cash and Cash Equivalents \$21,297 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2021 on Crown owned school buildings under the School's Five Year Property Plan.

9. Accounts Receivable

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	71	-	-
Banking Staffing Underuse	10,076	11,063	3,906
Interest Receivable	1,421	2,912	2,559
Teacher Salaries Grant Receivable	131,006	133,864	123,578
	<u>142,574</u>	<u>147,839</u>	<u>130,043</u>
Receivables from Exchange Transactions	1,492	2,912	2,559
Receivables from Non-Exchange Transactions	141,082	144,927	127,484
	<u>142,574</u>	<u>147,839</u>	<u>130,043</u>

10. Inventories

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	1,126	1,877	1,353
	<u>1,126</u>	<u>1,877</u>	<u>1,353</u>

11. Investments

The School's investment activities are classified as follows:

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	185,000	185,000	185,000
Total Investments	<u>185,000</u>	<u>185,000</u>	<u>185,000</u>

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2020	\$	\$	\$	\$	\$	\$
Buildings	58,342	-	-	-	(2,838)	55,504
Building Improvements	86,089	-	-	-	(5,128)	80,961
Furniture and Equipment	87,614	37,744	-	-	(26,325)	99,033
Information and Communication Tech	34,448	11,827	-	-	(26,822)	19,453
Leased Assets	13,626	11,363	-	-	(10,411)	14,578
Library Resources	13,419	423	-	-	(3,312)	10,530
Balance at 31 December 2020	293,538	61,357	-	-	(74,836)	280,059

The net carrying value of equipment held under a finance lease is \$14,578 (2019: \$13,626)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2020	\$	\$	\$
Buildings	113,534	(58,030)	55,504
Building Improvements	156,495	(75,534)	80,961
Furniture and Equipment	388,629	(289,596)	99,033
Information and Communication	215,139	(195,686)	19,453
Leased Assets	34,269	(19,691)	14,578
Library Resources	134,367	(123,837)	10,530
Balance at 31 December 2020	1,042,433	(762,374)	280,059

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Buildings	61,180	-	-	-	(2,838)	58,342
Building Improvements	70,986	21,657	-	-	(6,554)	86,089
Furniture and Equipment	69,609	42,207	(2,316)	-	(21,887)	87,614
Information and Communication Tech	54,267	9,963	-	-	(29,782)	34,448
Leased Assets	20,063	5,092	(153)	-	(11,376)	13,626
Library Resources	14,422	2,713	-	-	(3,716)	13,419
Balance at 31 December 2019	290,527	81,632	(2,469)	-	(76,153)	293,538

The net carrying value of equipment held under a finance lease is \$13,626 (2018: \$20,063)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Buildings	113,534	(55,192)	58,342
Building Improvements	156,495	(70,406)	86,089
Furniture and Equipment	358,315	(270,701)	87,614
Information and Communication	207,205	(172,757)	34,448
Leased Assets	31,324	(17,698)	13,626
Library Resources	133,943	(120,524)	13,419
Balance at 31 December 2019	1,000,816	(707,278)	293,538

13. Accounts Payable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operating Creditors	11,883	13,006	13,109
Accruals	4,012	4,052	3,896
Capital Accruals for PPE items	4,761	-	67
Employee Entitlements - Salaries	131,006	133,864	123,578
Employee Entitlements - Leave Accrual	19,430	10,956	10,847
	<u>171,092</u>	<u>161,878</u>	<u>151,497</u>
Payables for Exchange Transactions	171,092	161,878	151,497
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>171,092</u>	<u>161,878</u>	<u>151,497</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Income in Advance	-	3,936	-
Other Income In Advance	39	-	39
	<u>39</u>	<u>3,936</u>	<u>39</u>

15. Provision for Cyclical Maintenance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Provision at the Start of the Year	205,445	27,184	200,168
Increase to the Provision During the Year	17,541	20,016	5,277
Adjustment to the Provision	(12,475)	-	-
Provision at the End of the Year	<u>210,511</u>	<u>47,200</u>	<u>205,445</u>
Cyclical Maintenance - Current	163,311	47,200	162,177
Cyclical Maintenance - Term	47,200	-	43,268
	<u>210,511</u>	<u>47,200</u>	<u>205,445</u>

16. Finance Lease Liability

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
No Later than One Year	10,445	10,500	10,153
Later than One Year and no Later than Five Years	7,366	11,344	6,872
	<u>17,811</u>	<u>21,844</u>	<u>17,025</u>

17. Funds Owed (Held) for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects:

	2020	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
Library/Central Learning Hub	<i>in progress</i>	(51,050)	209,760	(302,244)	-	41,434
SIP Wetland Reclamation & Demolish	<i>in progress</i>	-	21,297	-	-	(21,297)
Totals		(51,050)	231,057	(302,244)	-	20,137

Represented by:

Funds Held on Behalf of the Ministry of Education	(21,297)
Funds Due from the Ministry of Education	41,434
	20,137

	2019	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
Heating Upgrade	<i>completed</i>	(10,589)	21,657	(32,246)	-	-
Library/Central Learning Hub	<i>in progress</i>	420	87,647	(36,177)	-	(51,050)
Totals		(10,169)	109,304	(68,423)	-	(51,050)

18. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the school. The school enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

19. Remuneration

Key management personnel compensation

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

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	3,820	3,665
Full-time equivalent members	0.15	0.18
<i>Leadership Team</i>		
Remuneration	373,015	327,504
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	<u>376,835</u>	<u>331,169</u>
Total full-time equivalent personnel	<u>3.15</u>	<u>3.18</u>

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

Principal

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

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130 - 140	130 - 140
Benefits and Other Emoluments	22 - 23	18 - 19
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2020 FTE Number	2019 FTE Number
100 - 110	2.00	-
	<u>2.00</u>	<u>0.00</u>

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

20. Compensation and Other Benefits Upon Leaving

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

	2020 Actual	2019 Actual
Total	-	-
Number of People	-	-

21. Contingencies

The school has assessed contractor ICL Construction Limited late claims made on the Central Learning Hub capital works project, and considers the actual value due to be materially less than the claimed value. At the date of signing total costs for this project are not yet finalised. There are no other contingent liabilities (except as noted below) and no contingent assets as at 31 December 2020.

(Contingent liabilities and assets at 31 December 2019: nil).



Holidays Act Compliance – schools payroll

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

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

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

22. Commitments

(a) Capital Commitments

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

\$330,452 contract for the Library/Central Learning Hub as agent for the Ministry of Education. This project is fully funded by the Ministry and \$297,407 has been received of which \$338,841 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$23,663 contract for the SIP Wetland Reclamation & Demolish Pool as agent for the Ministry of Education. This project is fully funded by the Ministry and \$21,297 has been received of which \$0 has been spent on the project to balance date. This project has been Approved by the Ministry.

(Capital commitments at 31 December 2019: nil).

(b) Operating Commitments

There are no operating commitments as at 31 December 2020 (Operating commitments at 31 December 2019: nil).

23. Managing Capital

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

24. Financial Instruments

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

Financial assets measured at amortised cost

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash and Cash Equivalents	336,563	86,496	348,455
Receivables	142,574	147,839	130,043
Investments - Term Deposits	185,000	185,000	185,000
Total Financial assets measured at amortised cost	<u>664,137</u>	<u>419,335</u>	<u>663,498</u>

Financial liabilities measured at amortised cost

Payables	171,092	161,878	151,497
Finance Leases	16,294	21,844	16,543
Total Financial Liabilities Measured at Amortised Cost	<u>187,386</u>	<u>183,722</u>	<u>168,040</u>

25. Events After Balance Date

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

26. Comparatives

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

25. New Plymouth Group Mowing Scheme

West End Te Kura O Morere is part of a partnership in the New Plymouth Group Mowing Scheme. The mowing Scheme is a partnership agreement between 21 schools in Taranaki. Each members share in the scheme is only realisable on winding up of the scheme. If any member withdraws from the scheme and the majority wish to continue, the withdrawing member will forfeit their ownership rights and will not be purchased out by other members. The scheme is administered by Education Services Ltd and a Management Committee consisting of at least two representatives from the member schools. The balance date for the scheme is 31 March. The partnership is audited by Silks Audit Chartered Accountants Limited.

Total Equity as at 31/12/20	\$	52,423
West End Te Kura O Morere Share	\$	2,496
Total Equity as at 31/12/19	\$	54,243
West End Te Kura O Morere Share	\$	2,583

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF WEST END TE KURA O MORERE'S (WANGANUI) FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2020

The Auditor-General is the auditor of West End Te Kura O Morere (the School). The Auditor-General has appointed me, David Fraser, using the staff and resources of Silks Audit Chartered Accountants Limited, 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 21, that comprise the statement of financial position as at 31 December 2020, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2020; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime

Our audit was completed on 26 May 2021. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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



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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.



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

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the Board of Trustee schedule included under the School Directory page and the Analysis of Variance, and Kiwisport statement included as an appendices, 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.



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SILKS AUDIT
Chartered Accountants Ltd



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

D C Fraser

David Fraser
Silks Audit Chartered Accountants Ltd
On behalf of the Auditor-General
Whanganui, New Zealand

Date: 26 May 2021



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CHARTERED ACCOUNTANTS
AUSTRALIA • NEW ZEALAND

Page 4

Analysis of Variance Reporting



School Name:	West End te Kura Ō Mōrere	School Number:	02265
Strategic Aim:	To gain equitable outcomes for all students by improving the achievement levels for targeted Year 2-5 students so they are able to meet the appropriate Expected Curriculum level and participate fully in the New Zealand education system.		
Annual Aim:	To move targeted Yr 2-5 students to the expected Curriculum level in Maths.		
Target:	Identified x 47 Year 2-5 students below the Expected Curriculum level in Maths 25 Boys (53.1%) -14 Maori Boys (56%) / 22 Girls (46.8%) – 10 Maori Girls (45.4%).		
Baseline Data:	<p>After analyzing our 2019 data, and taking account of students who have left, x47/232 (20.3%) of our Year 2-5 students are achieving below the Expected Curriculum level in Maths. Within this targeted group, Maori x 24 (20.3)% of total school cohort of 118 Maori students.</p> <p>Students were assessed using Numpa/GLOSS, JAM (Junior Assessment of Maths) AsTTle Maths & OTJs.</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>																														
<ul style="list-style-type: none"> For 2020, we will have a school wide focus on Yrs 2-5 Target students who are Below the expected curriculum level in mathematics. Identify at risk students and discuss data with classroom teachers. Putting target lists on SMS to be accessible for all staff with dates on Assessment schedule for regular data input on Target pupils. Use of school wide termly Target reflection documentation detailing progress made and next steps. Combined team meeting discussions around Target student to share best practice strategies being used by other staff. To continue to build on our staff cultural responsiveness. Pedagogy and competence through Te Teo and Tikanga opportunities. Continued use of Number strategies to inform student achievement. Share moderation of OTJ across teams. 	<p>Beginning 2020 target group based on EOY 2019 below expected curriculum level data as follows:</p> <p>47 Year 2-5 students below expected Curriculum level in Maths.</p> <p>47/47 below—25 boys (53%), 22 girls (47%)</p> <p>24/47 Maori – 14 boys (55%), 10 girls (45%)</p> <p>Results for Target students based on 46 students at Beginning of 2020 (1 students left) and 43 students at End of 2020.</p> <p><u>Target Students 2020</u></p> <p><u>After 2 years at school:</u></p> <table border="1"> <thead> <tr> <th></th> <th>Term 1</th> <th>Term 4</th> </tr> </thead> <tbody> <tr> <td>Well Below</td> <td>40%(2)</td> <td>0(0)</td> </tr> <tr> <td>Below</td> <td>60% (3)</td> <td>100%(5)</td> </tr> <tr> <td>At</td> <td>0% (0)</td> <td>0% (0)</td> </tr> <tr> <td>Above</td> <td>0% (0)</td> <td>0% (0)</td> </tr> </tbody> </table> <p><u>After 3 years at school:</u></p> <table border="1"> <thead> <tr> <th></th> <th>Term 1</th> <th>Term 4</th> </tr> </thead> <tbody> <tr> <td>Well Below</td> <td>23% (3)</td> <td>0% (0)</td> </tr> <tr> <td>Below</td> <td>77% (10)</td> <td>55%(6)</td> </tr> <tr> <td>At</td> <td>0% (0)</td> <td>45%(5)</td> </tr> <tr> <td>Above</td> <td>0% (0)</td> <td>0% (0)</td> </tr> </tbody> </table>		Term 1	Term 4	Well Below	40%(2)	0(0)	Below	60% (3)	100%(5)	At	0% (0)	0% (0)	Above	0% (0)	0% (0)		Term 1	Term 4	Well Below	23% (3)	0% (0)	Below	77% (10)	55%(6)	At	0% (0)	45%(5)	Above	0% (0)	0% (0)	<ul style="list-style-type: none"> 2 lead teachers attended afternoon PD on maths curriculum development and leadership. Term 1-4 monitoring of target student with achievement data added onto school SMS. Staff/team meeting focusing on best practice teaching, moderation and analysing school wide / class results. Termly Target student reflection documentation focussing on best practice, progress made and next steps learning. This process sharpened teacher focus with deliberate acts of teaching to support target students. Continued revisiting and implementation of the school Curriculum Action Plan finalised and shared with the staff for implementation over 2020. Maths Leaders supporting teachers in planning and assessment of mathematics. 	<ul style="list-style-type: none"> Identification of students who are Below expected Curriculum level to form Targets for 2021. To continue Teacher monitoring of Target students through school eTap SMS system. To look for new ways to involve whanau in their children's learning through whanau hui etc To take advantage of any PD from Maths leaders. Staff meetings team meeting run by maths leaders to ensure consistency of practice. Reflective Reading in PLC component of team meeting to discuss current mathematical practice. Continued implementation of the Curriculum Action Plan in Numeracy especially for any new staff. Staff meetings / parent meetings as required.
	Term 1	Term 4																															
Well Below	40%(2)	0(0)																															
Below	60% (3)	100%(5)																															
At	0% (0)	0% (0)																															
Above	0% (0)	0% (0)																															
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Well Below	23% (3)	0% (0)																															
Below	77% (10)	55%(6)																															
At	0% (0)	45%(5)																															
Above	0% (0)	0% (0)																															

Year 4:

	Term 1	Term 4
Well Below	83%(10)	25%(3)
Below	17%(2)	42% (5)
At	0% (0)	33%(4)
Above	0% (0)	0%(0)

Year 5:

	Term 1	Term 4
Well Below	88%(14)	33%(5)
Below	13%(2)	47% (7)
At	0% (0)	20%(3)
Above	0% (0)	0%(0)

Of the Target Students the following must be noted:

- 1 ADHD
- 3 ESOL,
- 4 Attendance,
- 1 Learning Disability,
- 1 APD,
1 Trauma,
- 4 Autism,
- 1 Intellectual Disability
- 1 High Health Needs
- 1 Developmental Delay

Maori Achievement - Target Students**After 2 years at school**

	Term 1	Term 4
Well Below	50%(2)	0% (0)
Below	50%(2)	100% (4)
At	0% (0)	0% (0)
Above	0% (0)	0% (0)

After 3 years at school

	Term 1	Term 4
Well Below	33%(2)	0% (0)
Below	67%(4)	80%(4)
At	0% (0)	20% (1)
Above	0% (0)	0%(0)

Year 4

	Term 1	Term 4
Well Below	80% (4)	20%(1)
Below	20% (1)	60%(3)
At	0% (0)	20%(1)
Above	0% (0)	0%(0)

Year 5

	Term 1	Term 4
Well Below	71%(5)	14%(1)
Below	29%(2)	43%(3)
At	0% (0)	43 %(3)
Above	0% (0)	0%(0)

Maori Boys**After 2 years at school**

	Term 1	Term 4
Well below	50% (1)	0% (1)
Below	50% (1)	100% (2)
At	0% (0)	0% (0)
Above	0% (0)	0% (0)

After 3 years at school

	Term 1	Term 4
Well below	20% (1)	0% (0)
Below	80% (4)	100% (4)
At	0% (0)	0% (0)
Above	0% (0)	0% (0)

<u>Year 4</u>	Term 1	Term 4
Well below	75% (3)	25% (1)
Below	25% (1)	50% (2)
At	0% (0)	25% (1)
Above	0% (0)	0% (0)

<u>Year 5</u>	Term 1	Term 4
Well below	100% (2)	0% (0)
Below	0% (0)	50% (1)
At	0% (0)	50% (1)
Above	0% (0)	0% (0)

Maori Girls

<u>After 2 years at school</u>	Term 1	Term 4
Well below	50% (1)	0% (0)
Below	50% (1)	100% (2)
At	0% (0)	0% (0)
Above	0% (0)	0% (0)

<u>After 3 years at school</u>	Term 1	Term 4
Well below	100%(1)	0% (0)
Below	0% (0)	0% (0)
At	0% (0)	100% (1)
Above	0% (0)	0% (0)

<u>Year 4</u>	Term 1	Term 4
Well below	100% (1)	0% (0)
Below	0% (0)	100% (1)
At	0% (0)	0% (0)
Above	0% (0)	0% (0)

Year 5	Term 1	Term 4
Well below	60% (3)	20% (1)
Below	40% (2)	40% (2)
At	0% (0)	40% (2)
Above	0% (0)	0% (0)

Planning for next year:

- Identification of students who are Below expected Curriculum level to form Targets for 2021.
- To continue Teacher monitoring of Target students through school eTap SMS system.
- To look for new ways to involve whanau in their children's learning through whanau hui etc
- To take advantage of any PD from Maths leaders.
- Staff meetings team meeting run by maths leaders to ensure consistency of practice.
- Reflective Reading in PLC component of team meeting to discuss current mathematical practice.
- Continued implementation of the Curriculum Action Plan in Numeracy especially for any new staff.
- Staff meetings / parent meetings as required.

Analysis of Variance Reporting



-School Name:	West End Te Kura Ō Mōrere	School Number:	02265
Strategic Aim:	To gain equitable outcomes for all students by improving the achievement levels for targeted Yr 2-4 students so they are able to meet the appropriate Expected Curriculum level and participate fully in the New Zealand education system.		
Annual Aim:	To move targeted Year 2-4 students to the expected Curriculum level in Reading.		
Target:	Identified x 44 Year 2-4 students Below the Expected Curriculum level in Reading 23 Boys(52.2%) – 12 Maori Boys(52.1%) / 21 Girls(47.7%) – 10 Maori Girls(47.6%).		
Baseline Data:	<p>After analyzing our EOY 2019 data and taking into account students who have left, x 44/173 (25.4%) of our current Yr. 2-4 students are achieving below the Expected Curriculum level in Reading. Within this targeted group Maori x22 (18%) of total school cohort of 118 Maori students</p> <p>Students were assessed using the following assessment tools: Running Records, Star, AsTTle , Observation Survey & Probe to form an OTJ of their achievement .</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>																														
<ul style="list-style-type: none"> For 2020, we will have a school wide focus on targeted students who are below the expected achievement level in Years 2-4 across the school. Identify at risk students and discuss data with classroom teachers. Putting target lists on SMS to be accessible for all staff with dates for regular data input on target students in preparation for team discussions and/or sharing with parents and whanau. Use of school wide termly Target Reflection documentation, detailing progress made and next steps. Continue to encourage and support teachers to attend relevant professional development course and share effective practice. A continuation of teacher monitoring and feedback at team and staff meetings by using spreadsheet analysis and team discussions centred on targeted students through our SMS. SETL focus on raising student achievement particularly for our priority learners. To continue to build on our staff cultural responsiveness, pedagogy and competence 	<p>Beginning 2020 target group based on EOY 2019 below expected curriculum level data as follows:</p> <p>44 Year 2-4 students below expected Curriculum level in Reading.</p> <p>44/44 below—23 boys (52.1%), 21 girls (47.7%)</p> <p>22/44 Maori – 12 boys (52.1%), 10 girls(47.6%)</p> <p>Results for Target students based on 43 students at Beginning of 2020 (1 student left) and 40 students at End of 2020.</p> <p><u>Target Students 2020</u></p> <p><u>After 2 years at school:</u></p> <table border="1"> <thead> <tr> <th></th> <th>Term 1</th> <th>Term 4</th> </tr> </thead> <tbody> <tr> <td>Well Below</td> <td>25% (5)</td> <td>5% (1)</td> </tr> <tr> <td>Below</td> <td>71% (15)</td> <td>60%(12)</td> </tr> <tr> <td>At</td> <td>5% (0)</td> <td>20% (4)</td> </tr> <tr> <td>Above</td> <td>0% (0)</td> <td>15% (3)</td> </tr> </tbody> </table> <p><u>After 3 years at school:</u></p> <table border="1"> <thead> <tr> <th></th> <th>Term 1</th> <th>Term 4</th> </tr> </thead> <tbody> <tr> <td>Well Below</td> <td>27% (3)</td> <td>0% (0)</td> </tr> <tr> <td>Below</td> <td>55% (6)</td> <td>60%(6)</td> </tr> <tr> <td>At</td> <td>18% (2)</td> <td>10% (1)</td> </tr> <tr> <td>Above</td> <td>0% (0)</td> <td>30% (3)</td> </tr> </tbody> </table>		Term 1	Term 4	Well Below	25% (5)	5% (1)	Below	71% (15)	60%(12)	At	5% (0)	20% (4)	Above	0% (0)	15% (3)		Term 1	Term 4	Well Below	27% (3)	0% (0)	Below	55% (6)	60%(6)	At	18% (2)	10% (1)	Above	0% (0)	30% (3)	<ul style="list-style-type: none"> West End Te Kura Ō Mōrere has continue to maintain strong classroom instructional Reading programmes with explicit, effective intervention programmes across all areas of the school. Sharp Reading (Years 2-4) has continued to be beneficial for targeted pupils. Term 1-4 monitoring of targeted students with specific assessment entered onto SMS. Teacher reflective document entered termly on Target pupils, tracking progress and next steps in learning. Use of current school wide interventions to support children, e.g. Rainbow Reading, Buddy Reading, Tuakana Teina model, Sharp Reading. We continued to explore ways to extend our cultural responsive practices and had lead teachers supporting staff. <u>Due to Covid 19 the following needs to be noted:</u> No Literacy Association National Conference. No SETL. No local Literacy Association teacher professional development. 	<ul style="list-style-type: none"> Identification of students who are below/well below expected Reading level to form cohort of Target Reading groups for 2021. Continued implementation across Years 3-4 of Sharp Reading to support targeted students. Continued use of e-AsTTle Reading to support teachers in Reading judgements across target groups. Continue to strengthen whanau engagement through West End Te Kura Ō Mōrere whanau hui group. Tumuaki continuing to be involved in MAC cluster 2021 with the central focus being lifting Maori student achievement. Continued purchasing of resources to support 2021 target pupils in Reading Continue to use school wide interventions such as Rainbow Reading, Sharp Reading, Tuakana/Teina model to support target pupils Access relevant professional development to support the teaching of reading.
	Term 1	Term 4																															
Well Below	25% (5)	5% (1)																															
Below	71% (15)	60%(12)																															
At	5% (0)	20% (4)																															
Above	0% (0)	15% (3)																															
	Term 1	Term 4																															
Well Below	27% (3)	0% (0)																															
Below	55% (6)	60%(6)																															
At	18% (2)	10% (1)																															
Above	0% (0)	30% (3)																															

through Te Reo and Tikanga opportunities.

- To take advantage of relating PLD to upskill our teaching staff (National Literacy Conference held in New Plymouth in 2020).
- Continued use of e-AsTTle and STAR to help form next steps in students' reading.

Year 4:

	Term 1	Term 4
Well Below	36% (4)	20%(2)
Below	55%(6)	0% (0)
At	9% (1)	40%(4)
Above	0% (0)	40%(4)

Of the Target Students the following must be noted:

- 1 ADHD
- 3 ESOL,
- 5 Attendance,
- 2 Learning Disability,
- 1 Speech Language,
- 1 APD,
- 2 Trauma,
- 2 Autism,
- 1 Intellectual Disability

Maori Achievement - Target Students

After 2 years at school

	Term 1	Term 4
Well Below	40%(4)	10% (1)
Below	60%(6)	80% (8)
At	0% (0)	10% (1)
Above	0% (0)	0% (0)

After 3 years at school

	Term 1	Term 4
Well Below	60%(3)	0% (0)
Below	40%(2)	80%(4)
At	0% (0)	0% (0)
Above	0% (0)	20%(1)

Year 4	Term 1	Term 4
Well Below	40% (2)	0% (0)
Below	40% (2)	0% (0)
At	20% (1)	74%(3)
Above	0% (0)	25%(1)

Maori Boys

After 2 years at school

	Term 1	Term 4
Well below	67% (2)	33% (1)
Below	33% (1)	67% (2)
At	0% (0)	0% (0)
Above	0% (0)	0% (0)

After 3 years at school

	Term 1	Term 4
Well below	100% (3)	0% (0)
Below	0% (0)	100% (3)
At	0% (0)	0% (0)
Above	0% (0)	0% (0)

Year 4

	Term 1	Term 4
Well below	40% (2)	0% (0)
Below	40% (2)	0% (0)
At	20% (1)	75% (3)
Above	0% (0)	25% (1)

Maori Girls

After 2 years at school

	Term 1	Term 4
Well below	29% (2)	0% (0)
Below	71% (5)	100% (7)
At	0% (0)	0% (0)
Above	0% (0)	0% (0)

<u>After 3 years at school</u>		
	Term 1	Term 4
Well below	0% (0)	0% (0)
Below	100% (2)	100% (2)
At	0% (0)	0% (0)
Above	0% (0)	0% (0)
<u>Year 4</u>		
	Term 1	Term 4
Well below	0% (0)	0% (0)
Below	0% (0)	0% (0)
At	0% (0)	0% (0)
Above	0% (0)	0% (0)

Planning for next year:

- For 2021, we will have a school wide focus on targeted students who are below the expected achievement level in Years 2-4 across the school.
- Identify at risk students and discuss data with classroom teachers.
- Putting target lists on SMS to be accessible for all staff with dates for regular data input on target students in preparation for team discussions and/or sharing with parents and whanau.
- Use of school wide termly Target Reflection documentation, detailing progress made and next steps.
- Continue to encourage and support teachers to attend relevant professional development course and share effective practice.
- A continuation of teacher monitoring and feedback at team and staff meetings by using spreadsheet analysis and team discussions centred around targeted students through our SMS.
- To continue to build on our staff cultural responsiveness, pedagogy and competence through Te Reo and Tikanga opportunities.
- To take advantage of relating PLD to upskill our teaching staff.
- Continued use of e-AsTTle and STAR to help form next steps in students' reading.

Analysis of Variance Reporting



School Name:	West End Te Kura Ō Mōrere	School Number:	02265
Strategic Aim:	To gain equitable outcomes for all students by improving the achievement levels for targeted Yr 2-5 students so they are able to meet the appropriate Expected Curriculum level and participate fully in the New Zealand education system.		
Annual Aim:	To move targeted Year 2-5 students to the expected Curriculum level in Writing.		
Target:	Identified x 66 Year 2-5 students Below the Expected Curriculum level in Writing 41 Boys(62.1%) – 18 Maori Boys(43%) / 25 Girls(37.8%) – 10 Maori Girls(40%).		
Baseline Data:	<p>After analyzing our EOY 2020 data and taking into account students who have left, x 66/232 (28.4%) of our current Yr. 2-5 students are achieving below the Expected Curriculum level in Writing. Within this targeted group Maori x28 (23.7%) of total school cohort of 118 Maori students.</p> <p>Students were assessed using Moderation (using the Exemplars) OTJs & the e-AsTTle Rubric was used for our Year 2-5 students with staff feeling this gave a more accurate measure of achievement in their Writing.</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>																														
<ul style="list-style-type: none"> For 2020, we will have a school wide focus on Yrs 2-5 Target students who are Below the expected curriculum level in writing. Identify at risk students and discuss data with classroom teachers. Cross school – team moderation comparisons of Target children’s writing. Continued use of e-Asttle for Yrs 2-5 in writing to help support teachers in making OTJ’s. Implementation of any new strategies resulting from teacher attendance at National Literacy Conference in New Plymouth in 2020. Sharing of any new writing strategies/ best practice as a result of AP Sabbatical topic – Boys Writing in Term 3 2020. Putting target lists on SMS to be accessible for all staff with dates on Assessment schedule for regular data input on Target pupils. Use of school wide termly target reflection documentation detailing progress made and next steps. Combined team meeting discussions around Target student to share best practice 	<p>Beginning 2020 target group based on EOY 2019 below expected curriculum level data as follows:</p> <p>66 Year 2-5 students below expected Curriculum level in Writing.</p> <p>66/66 below–41 boys (62.1%), 25 girls (37.8%)</p> <p>28/66 Maori – 18 boys (44%), 10 girls (40%)</p> <p>Results for Target students based on 64 students at Beginning of 2020 (2 students left) and 58 students at End of 2020.</p> <p><u>Target Students 2020</u></p> <p><u>After 2 years at school:</u></p> <table border="1"> <thead> <tr> <th></th> <th>Term 1</th> <th>Term 4</th> </tr> </thead> <tbody> <tr> <td>Well Below</td> <td>100% (15)</td> <td>15% (2)</td> </tr> <tr> <td>Below</td> <td>0% (0)</td> <td>69%(9)</td> </tr> <tr> <td>At</td> <td>0% (0)</td> <td>15% (2)</td> </tr> <tr> <td>Above</td> <td>0% (0)</td> <td>0% (0)</td> </tr> </tbody> </table> <p><u>After 3 years at school:</u></p> <table border="1"> <thead> <tr> <th></th> <th>Term 1</th> <th>Term 4</th> </tr> </thead> <tbody> <tr> <td>Well Below</td> <td>100% (18)</td> <td>7% (1)</td> </tr> <tr> <td>Below</td> <td>0% (0)</td> <td>60%(9)</td> </tr> <tr> <td>At</td> <td>0% (0)</td> <td>33%(5)</td> </tr> <tr> <td>Above</td> <td>0% (0)</td> <td>0% (0)</td> </tr> </tbody> </table>		Term 1	Term 4	Well Below	100% (15)	15% (2)	Below	0% (0)	69%(9)	At	0% (0)	15% (2)	Above	0% (0)	0% (0)		Term 1	Term 4	Well Below	100% (18)	7% (1)	Below	0% (0)	60%(9)	At	0% (0)	33%(5)	Above	0% (0)	0% (0)	<ul style="list-style-type: none"> Regular Term 1/2/3/4 monitoring of Target students. Cross-team (Junior/ Senior) moderation of student writing to further improve our writing judgements. “Play-based” education –Yrs 1-3 Use of Teacher Aide to support in-class literacy learning Continued strengthening & engaging whanau in children’s learning through Targeted Parent interviews (March)/Parent Teacher interviews (T2) and Whanau Hui regularly over 2019. Class Dojo/Seesaw to share children’s learning to elicit parent response to children’s writing. Responsive Writing T3/4 for Target pupils. Further refining of SeeSaw use across school for the show-casing of children’s learning. Continued exploration of culturally responsive practices, pedagogy and competence through Te Reo / Tikanga. <p>Due to Covid 19:</p> <ul style="list-style-type: none"> No attendance at National Literacy Conference in new Plymouth 	<ul style="list-style-type: none"> Identification of students who are Below/Well Below expected Curriculum level to form Targets for 2020. To continue Teacher monitoring of Target students through school eTap SMS system. To look for new ways to involve whanau in their children’s learning through whanau hui etc To take advantage of any PD that arises from our membership of the Taranaki Literacy Association. Continued “cross-team” moderation of children’s work to ensure accurate/consistent teacher judgments. To continue to develop our use and analysis of children’s writing through e-Asttle. Feedback from Associate Principal Term 2 2021 Sabbatical on Boys Writing. Continued purchasing of resources to support 2021 target pupils in writing. Revise use of e-Asttle writing rubric for senior team to ensure consistency across classes/levels
	Term 1	Term 4																															
Well Below	100% (15)	15% (2)																															
Below	0% (0)	69%(9)																															
At	0% (0)	15% (2)																															
Above	0% (0)	0% (0)																															
	Term 1	Term 4																															
Well Below	100% (18)	7% (1)																															
Below	0% (0)	60%(9)																															
At	0% (0)	33%(5)																															
Above	0% (0)	0% (0)																															

strategies being used by other staff.

- To continue to build on our staff cultural responsiveness. Pedagogy and competence through Te Teo and Tikanga opportunities.

Year 4:

	Term 1	Term 4
Well Below	100% (17)	13%(2)
Below	0%(0)	50% (8)
At	0% (0)	38%(6)
Above	0% (0)	0%(0)

Year 5:

	Term 1	Term 4
Well Below	86% (12)	43%(6)
Below	14%(2)	50% (7)
At	0% (0)	7%(1)
Above	0% (0)	0%(0)

Of the Target Students the following must be noted:

- 2 ADHD
- 3 ESOL,
- 6 Attendance,
- 3 Learning Disability,
- 1 Speech Language,
- 1 APD,
- 3 Trauma,
- 4 Autism,
- 1 Intellectual Disability
- 1 Chromosomal

Maori Achievement - Target Students

After 2 years at school

	Term 1	Term 4
Well Below	100%(8)	25% (2)
Below	0%(0)	63% (5)
At	0% (0)	13% (1)
Above	0% (0)	0% (0)

- AP sabbatical postponed till Term 2 2021

<u>After 3 years at school</u>		
	Term 1	Term 4
Well Below	100%(6)	0% (0)
Below	0%(0)	80%(4)
At	0% (0)	20% (1)
Above	0% (0)	0%(0)

<u>Year 4</u>		
	Term 1	Term 4
Well Below	100% (6)	0% (0)
Below	0% (0)	67%(4)
At	0% (0)	33%(2)
Above	0% (0)	0%(0)

<u>Year 5</u>		
	Term 1	Term 4
Well Below	100% (4)	100% (4)
Below	0% (0)	0% (0)
At	0% (0)	0% (0)
Above	0% (0)	0%(0)

Maori Boys

<u>After 2 years at school</u>		
	Term 1	Term 4
Well below	100% (3)	67% (2)
Below	0% (0)	33% (1)
At	0% (0)	0% (0)
Above	0% (0)	0% (0)

<u>After 3 years at school</u>		
	Term 1	Term 4
Well below	100% (4)	0% (0)
Below	0% (0)	100% (3)
At	0% (0)	0% (0)
Above	0% (0)	0% (0)

Year 4

	Term 1	Term 4
Well below	100% (6)	0% (0)
Below	0% (0)	60% (3)
At	0% (0)	40% (2)
Above	0% (0)	0% (0)

Year 5

	Term 1	Term 4
Well below	100% (3)	100% (3)
Below	0% (0)	0% (0)
At	0% (0)	0% (0)
Above	0% (0)	0% (0)

Maori Girls**After 2 years at school**

	Term 1	Term 4
Well below	100% (5)	0% (0)
Below	0% (0)	80% (4)
At	0% (0)	20% (1)
Above	0% (0)	0% (0)

After 3 years at school

	Term 1	Term 4
Well below	100% (2)	0% (0)
Below	0% (0)	50% (1)
At	0% (0)	50% (1)
Above	0% (0)	0% (0)

Year 4

	Term 1	Term 4
Well below	100% (1)	0% (0)
Below	0% (0)	100% (1)
At	0% (0)	0% (0)
Above	0% (0)	0% (0)

<u>Year 5</u>	Term 1	Term 4
Well below	100% (1)	100% (1)
Below	0% (0)	0% (0)
At	0% (0)	0% (0)
Above	0% (0)	0% (0)

Planning for next year:

- For 2021, we will have a school wide focus on Target students who are Below the expected curriculum level in writing.
- Identify at risk students and discuss data with classroom teachers.
- Cross school – team moderation comparisons of Target children’s writing.
- Continued use of e-Asttle in writing to help support teachers in making OTJ’s.
- Implementation of any new strategies resulting from teacher attendance at PLD.
- Sharing of any new writing strategies/ best practice as a result of AP Sabbatical topic – Boys Writing in Term 2 2021.
- Putting target lists on SMS to be accessible for all staff with dates on Assessment schedule for regular data input on Target pupils.
- Use of school wide termly target reflection documentation detailing progress made and next steps.
- Combined team meeting discussions around Target student to share best practice strategies being used by other staff.
- To continue to build on our staff cultural responsiveness, pedagogy and competence through Te Teo and Tikanga opportunities.



West End Te Kura Ō Mōrere

Bonithon Avenue, New Plymouth
Principal : MIKE CLARKE

Phone No. (06) 7589 331 : Fax No. (06) 7589 329
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Statement on use of 2020 West End Te Kura Ō Mōrere

KIWI SPORT FUNDING

The total 2020 Kiwi Sport Year 1-8 Funding payment was \$5,057.17.

This money was unable to be targeted for supporting projects because of 2020 COVID status and Alert Level restrictions.

Mike Clarke
Principal
West End Te Kura Ō Mōrere
NEW PLYMOUTH